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ABSTRACT

The Urban Corps Expansion Project (UCEP) enrolls youth aged 18 to 23 who have been unsuccessful in the labor market. They are paid a combination of wages, stipends, and incentives that is at least equal to the minimum wage for at least 25 hours of work and 9 hours of basic education and life skills instruction each week. The program incorporates an assessment package to evaluate its key elements, the Urban Corps Assessment Package (URCAP). This URCAP manual describes the four complementary survey instruments developed for the URCAP. They are the: (1) youth survey; (2) staff report; (3) staff survey; and (4) director's report. The underlying theory and the development of these measures are reviewed, and the scales are presented with supporting psychometric evidence. Appendixes present descriptive statistics on scale items (16 tables), correlations among scales (11 tables), and preliminary evidence from a field test of a model of engagement (1 table). (Contains 24 text tables and 63 references.) (SLD)

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The Urban Corps Assessment Package (URCAP) Manual

James P. Connell
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The purpose of this research was to identify and develop measures of youth developmental outcomes, as well as key elements of the urban corps, including the corps' organizational climate, practices and staff member characteristics. Development of the measures was made possible by support from The Ford and Rockefeller Foundations, members of the consortium that funded the Urban Corps Expansion (UCEP) project. The other UCEP funders were the Charles Stewart Mott, William and Flora Hewlett, William T. Grant, W.K. Kellogg, Annie E. Casey, Knight and Gap Foundations; DeWitt Wallace-Reader's Digest Fund; and the Exxon Corporation.

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I. OVERVIEW OF THE URBAN CORPS ASSESSMENT PACKAGE (URCAP)

All too often, evaluations of youth programs find that an intervention was less successful—or less evenly successful—than expected. Classical evaluations usually stop there, providing little information about why the intervention might work in one site or for one group, but not for others. Increasingly, evaluators are conducting more careful qualitative studies of programs to try to illuminate these "black box" issues. Many valuable insights have derived from such investigations.

However, qualitative investigations have not been able to link variations in participant outcomes explicitly with specific program experiences. This would require systematic quantitative research, which is itself problematic because good quantitative measures for assessing the quality of a participant's program experience have heretofore not existed. Hence, the principal purpose of the research presented here is to begin filling this gap—providing measurement tools for urban youth corps in particular that, it is hoped, will provide a model that evaluators can adapt to assess other youth programs.

In the following sections, we first describe the Urban Corps Expansion Project (UCEP) itself, in order to give the reader an understanding of the program for which these measures were developed and tested. This is followed by an overview of the Urban Corps Assessment Package (URCAP). Chapter II describes how the measures included in the assessment package were developed. This discussion covers the theoretical reasoning underlying all of the constructs as well as the procedures used for field-testing the items developed to measure each construct. This chapter also describes the characteristics of the sample of corpsmembers and corps staff who completed the measurement instruments during field-testing.

Chapter III provides technical details on the various scales that were developed, information aimed particularly at potential users of the URCAP measures. The specific items included and the psychometric properties of each hypothesized scale are presented.

The result of our analyses is a set of successful measures of youth's program experience that meet or exceed current standards of internal consistency. We conducted correlational analyses to explore the construct validity of these measures. Chapter IV provides a summary of the measures, and evidence of their validity. Finally, the Appendices provide further data on each of the measures.

THE URBAN CORPS EXPANSION PROJECT (UCEP)

During the 1980s, conservation and service corps emerged as an important force in youth programming. In them, youth work in teams or crews on projects that bring tangible benefits to their communities. Corpsmembers also participate in various learning activities to improve their education and life skills. Combining work, education, community service and life skills

instruction, more than 80 corps programs are now operating in states and communities across the country.

These programs share three central objectives: accomplishing needed work for their communities; building self-confidence and good work habits in the young adults they serve; and bolstering participants' employability. Generally, the programs are untargeted, enrolling young adults in their late teens and early twenties without regard to educational or economic level. De facto, however, an extremely high proportion of those served by corps face multiple barriers to self-sufficiency: poverty, early parenthood, brushes with the law, lack of a high school diploma or GED, and more.

The earliest service corps programs specialized in providing physical improvements in park and wilderness settings. However, newer programs are operating in urban environments, where there are often both unmet community needs and unemployed youth. Urban corps address these two problems by providing young people structured opportunities to serve their communities through work on human service and physical improvement projects, careful supervision, and a program of basic education and life skills workshops that integrates work and learning—elements calculated to improve their chances in the labor market.

To study these newer types of programs, Public/Private Ventures (P/PV) and the National Association of Service and Conservation Corps (NASCC)¹ collaborated to launch UCEP in early 1989. The UCEP model design grew from P/PV's work with existing youth corps, our research, and our experience in developing the Philadelphia Youth Service Corps. While required to adhere to the basic features of the model, the staff and management of UCEP corps were encouraged to innovate, take advantage of the model's areas of flexibility, and establish each corps as a unique entity in its home community.

In keeping with the model, each UCEP corps enrolls youth between the ages of 18 and 23 who have been unsuccessful in the labor market—that is, who are not at work or in school. Youth are paid through a combination of wages, stipends and incentives that is at least equal to the minimum wage. Corpsmembers engage in at least 25 hours of work and nine hours of basic education and life skills instruction each week. The program thus provides youth with both employability and academic skills.

UCEP corpsmembers serve the community by accomplishing needed work without displacing local workers. They are organized into crews of eight to 12, work under close adult supervision, and undertake a mix of physical improvement and human service work projects. Examples include reconstructing and landscaping an urban cemetery, rehabilitating a halfway house for youth, assisting neighborhood residents to read, and helping a food bank to sort, box and distribute food.

¹NASCC is the membership organization and policy voice for youth corps throughout the nation.

Using an education system (Practical Education for Citizenship and Employment) developed by P/PV, UCEP corpsmembers follow an individualized development plan that addresses their specific academic needs, provides them with employability training and addresses their life skills needs. The program connects corpsmembers' work, education and community activities through a set of guiding principles and "best practices" instructional materials developed for UCEP. Among these materials are Corpsmember Learning Activities, lesson plans for life skills workshops that address employment, community participation and personal development; and Work Project Learning Guides, sets of structured activities that connect what is learned in the classroom with what is experienced at the worksites.

Throughout the UCEP program, each corps articulates and consistently applies program standards, maintains a high profile within the community to build support, and creates a sense of community for youth in the program by promoting identification with the crew, the corps and the city it serves. Corpsmembers leave the program with plans for work and/or continuing education.

With the support of a consortium of national foundations,² P/PV provided planning and seed grants, technical assistance, curricula and materials to 15 urban sites, selected from 52 that submitted applications in 1989. At the time of the URCAP field test, 10 cities were still running UCEP corps: Albany and Rochester, New York; Miami and Fort Lauderdale, Florida; Dallas, Texas; Milwaukee, Wisconsin; Durham, North Carolina; Kansas City, Missouri; Savannah, Georgia; and Newark, New Jersey. We tested the URCAP instrument in these 10 UCEP corps and in the Los Angeles Conservation Corps (LACC), the oldest and largest youth corps serving an urban community.

URBAN CORPS ASSESSMENT PACKAGE (URCAP)

URCAP was developed by P/PV to assess the quality of key elements of UCEP, including the corps' organizational climate and practices, and staff member characteristics, as well as important aspects of youth's backgrounds and corps experiences. More specifically, URCAP was designed to provide the corps and the youth field with:

- Instruments to assess critical aspects of youth's backgrounds—their skills, attitudes and behaviors, as well as their interpersonal supports outside the corps;
- Rich and systematic assessments of youth's experience of the programs, including: (1) their interactions with other participants and staff, (2) their levels of interest, and (3) their engagement in and perception of the utility of program activities; and

²Funders for UCEP were the William and Flora Hewlett, Ford, Charles Stewart Mott, Rockefeller, William T. Grant, W.K. Kellogg, Annie E. Casey, Knight and Gap Foundations; the DeWitt Wallace-Reader's Digest Fund; and the Exxon Corporation.

- Measures for assessing characteristics of programs and their staffs that might be associated with youth engagement and success in the program's activities, and with more positive long-term outcomes.

To meet these goals, four complementary survey instruments were developed and field-tested. The first instrument, a **youth survey**, provides youth's perspectives on their program experience, background, supports, beliefs and attitudes. The second, a **staff report**, taps the staff members' perceptions of individual youth's engagement in corps activities and their progress and prospects in the corps. The third instrument, a **staff survey**, asks staff members about their own characteristics, their engagement in the corps, and their perceptions of the corps' organizational climate and the degree of support provided by supervisors. And the fourth instrument, a **director's report**, asks for the director's (or staff members' supervisor's) perceptions of individual staff members' work with the corpsmembers.

We intend this package to be of use to multiple "stakeholders" in urban corps specifically, and in youth development initiatives more generally. For designers of youth initiatives, the URCAP might stimulate thinking about the content and opportunities that programs could provide to youth and staff. For managers and staff members, URCAP could be used to obtain information on corpsmembers, staff and directors' perceptions and characteristics for use in staff evaluation and development, program review and documentation. For evaluators of these initiatives, URCAP could provide assessments of youth and staff characteristics for baseline information and/or as interim outcomes of the initiative. For researchers, these instruments begin to fill the gap in field-tested measures on this population of youth, thus encouraging descriptive research to be conducted on this understudied population. Finally, for funders, URCAP could be used in benchmarking progress and obtaining status reports on the initiatives.

Of course, each of these potential uses of URCAP places different demands on the respective users of the package in terms of administration procedures, numbers of respondents required to obtain reliable information, and the types of data entry and analyses that need to be performed.

II. THE DEVELOPMENT OF AND THEORY UNDERLYING URCAP

The goal of the URCAP project was to develop measures that could assess variation in programs' abilities to provide developmental opportunities to youth. Rather than quantifying a participant's program experience solely in terms of the more traditional hours of work and hours of learning, we attempted to assess the quality of the youth's program experience from a developmental perspective.

The underlying developmental approach that we and others in the field take calls for measures that gauge program quality by assessing the degree to which program experiences contribute to the healthy development of adolescents and young adults. The overall measurement strategy reflects this developmental approach.

The basic tenets of our approach are that:

- The capacities and limitations of individual youth change as they interact with their environment—an environment that presents supports, opportunities and risks for positive youth development; and
- These supports, opportunities and risks can affect youth directly—through youth's experiences with their families, peers and other adults—and indirectly—via the experiences of the adults and peers with whom they interact in their homes, neighborhoods and work/educational settings.

The framework recognizes that part of a youth's context can be the planned experiences of a program, such as an urban corps, while other parts are naturally occurring, such as interactions with a youth's family and peers outside a program. This approach recognizes that to understand accurately how meaningful and important a program experience is to a youth, it must be fit into a context that includes all other parts of the youth's life. Thus, URCAP provides measures of both in- and out-of-program supports and opportunities.

The approach we take combines ecological perspectives on youth development (Bronfenbrenner, 1986); theoretical and empirical work on urban youth's school experiences (Connell et al., 1995b; and Connell and Wellborn, 1991); recent theories of organizational development (as in Gephart, 1992); and theory and research on community effects on urban youth (Connell et al., 1995a; and Coleman, 1988).

In addition to specifying different types of contexts in which youth develop and the different ways these contexts can affect youth, our approach measures factors about these contexts that might benefit (or undermine) youth development. For example, URCAP attempts to measure the elements of "engaging" workplaces for youth (Gambone, 1993); of high-quality relationships with staff (Morrow and Styles, 1995); and of effective staff members working with youth and their organizations (Connell, 1994; Gambone, 1993).

In this chapter, we discuss the process we used to develop and test the URCAP instruments, as well as the rationale and theories behind the measures. The next section describes this development process. The following several sections lay out the research evidence behind each of the measures URCAP taps, and the chapter ends with a description of our field test and our sample of corpsmembers and staff.

MEASUREMENT DEVELOPMENT PROCESS

The first step P/PV took in developing this more detailed assessment of characteristics of urban corpsmembers and their experiences in the urban corps was to convene two measurement conferences. Participants included individuals from the relevant research communities (e.g., sociology, developmental psychology, organizational studies), the urban corps themselves, and national and local youth organizations. During these conferences, the conceptual models guiding measurement construction were presented, discussed and revised. Ideas for specific indicators of key constructs were also developed.

P/PV research staff then reviewed all available instruments for measurement in the areas defined in the framework. This search highlighted both the absence of measures related to many of the framework's key concepts, and a lack of data on existing measures for the minority and/or economically disadvantaged youth populations that constitute the majority of UCEP participants. We adapted existing measures where possible and developed new measures when needed to address all the critical components of our underlying framework.

The resulting measurement packet consists of questionnaires for the corpsmembers, the staff and the director. The **Youth Survey** obtains information about the participant's background and experience of the program. Staff receive two types of questionnaires. The first is a **Staff Report** on all youth with whom they interact (and who fill out a Youth Survey). In this instrument, staff members are asked to assess each corpsmember's in-program behavior, performance and degree of engagement in the program. The second staff questionnaire, the **Staff Survey**, gathers information about the staff's background and their perceptions of the corps—the culture and climate, what it is like to work there, how engaged the staff member is at work and how he or she interacts with others in the corps. The fourth questionnaire is the **Director's Report**, which collects the director's assessment of the staff's performance.

In the next sections, we discuss all the measures included in the URCAP field test.

THE PARTICIPANT MEASURES

The measures included in the URCAP Youth Survey fall into three main categories: measures of what the youth bring to the program, key elements of the youth's program experience, and in-program outcomes. Chart 1 presents the constructs we investigated.

Many of the specific constructs we used closely match the measures used to assess engagement in educational settings developed by Connell and his colleagues (Connell et al., 1995b;

Chart 1

DIMENSIONS MEASURED IN THE YOUTH SURVEY AND STAFF REPORT

YOUTH SURVEY		
<u>What the Youth Brings to the Program</u>	<u>Elements of Program Experience</u>	<u>In-Program Outcomes</u>
Interpersonal support from family from peers from non-familial adults	Interpersonal support from staff Supportive interactions with staff	Reaction to challenge
STAFF REPORT		
<u>What the Youth Brings to the Program</u>	<u>Elements of Program Experience</u>	<u>In-Program Outcomes</u>
	Participant's engagement	Participant's reaction to challenge In-program performance measures

and Connell and Wellborn, 1991). In these cases, the field test of the URCAP Youth Survey can be viewed as a gauge of the degree to which these constructs are useful in a programmatic setting.

Characteristics Participants Bring to the Program

The key characteristics measured in URCAP that the youth bring to the program are: *interpersonal supports, relatedness to self, and their perceived competence about getting a job and an education*. Interpersonal supports refer to the intensity and quality of interactions with key social partners in the lives of youth—family, peers and non-familial adults. Relatedness to self is our measure of the youth's self-esteem. Perceived competence refers to youth's beliefs that they can control important outcomes—in this case finishing their education and getting a good job. We believe that these factors will influence both how the participants experience the program and their in-program outcomes.

The theory behind specific constructs is described in greater detail below.

Interpersonal Supports

In the process of adolescent development, much research points to the importance of having other people available to provide instrumental assistance and psychological support, and to act as role models—i.e., to set examples for what types of behavior are socially appropriate and successful. Theorists posit that social support acts as a protective resource in several ways: by increasing individuals' confidence in their ability to handle stressful or threatening situations (Cohen and Syme, 1985); by promoting psychological adjustment, well-being and an improved sense of self (Unger and Wandersman, 1985; Wilcox and Vernberg, 1985); and by providing an emotional sense of "felt security" (Sandler et al., 1989; Bretherton, 1985). Supportive relationships with adults have been linked to adolescents' self-esteem, self-concept and sense of self-competence (Haensly and Parsons, 1993; Scales, 1991; Tietjen, 1989; and Hirsch and Reisch, 1985).

In addition, a growing body of research on youth who live in environments that place them at risk suggests that supportive relationships with unrelated adults can mitigate the negative effects of adversity on youth development (Furstenberg, 1993; Werner and Smith, 1992; Cowen and Work, 1988; Rutter, 1987; Garmezy, 1985; Werner and Smith, 1982). Conversely, another literature and set of experiences point to the challenges faced by youth who both lack these supports and have role models who mostly exhibit antisocial, sanctioned or ineffective behavior (Jencks and Mayer, 1990; Wilson, 1987).

Thus, knowing the amount and type of support that youth experience outside the program is likely to be useful to program operators. Increasing this support may also be a key contribution by programs to the developmental process.

Relatedness to Self

Relatedness to self (general self-esteem) has been studied in many populations of youth and adults (Rosenberg, 1965), and though there is considerable controversy as to its construction and predictive validity for urban youth, it is still considered by most researchers to be a key element of healthy youth development. For example, Harter et al. (1992) demonstrated that for students making the transition from elementary (sixth grade) to junior high school (seventh grade), self-esteem is predicted in part by changes students reported in the degree of social support they received.

Perceived Competence

Many studies have found that beliefs about what it takes to succeed at something (perceived strategies) and about one's capacity to execute these strategies have important consequences for motivation and performance in a wide variety of settings (Skinner and Connell, 1986; Seligman et al., 1984; Harter, 1982; Bandura, 1977; Nowicki and Strickland, 1973; Rotter, 1966). This research has also concluded that beliefs about one's competence depend on the situation. For example, one could feel competent at work but not in school. Therefore, URCAP includes separate questions about employment and educational outcomes (getting a good job and finishing education).

The particular assessment strategy tested in URCAP is based on Skinner et al. (1990) and draws distinctions between strategy beliefs (this is what it takes), capacity beliefs (I have the capacity to do what it takes), and control beliefs (I can finish my education/get a good job). The five strategies included are those that previous research has found to undermine youth engagement in school (e.g., Skinner et al., 1990; Connell, 1985) and that are consistent with adult research demonstrating undermining effects of external locus of control on engagement in a wide variety of settings. (See Phares, 1980, for a review.) These strategies are "unknown" (I don't know what it takes); "powerful others" (other people control what happens); luck (I'll need to get a break); effort (hard work makes the difference); and ability (personal attributes are what matters). Individuals are also asked whether they have the capacity to implement the latter four strategies.

Elements of Program Experience

The critical aspects of the corpsmembers' program experience measured in URCAP relate to the developmental supports and opportunities that the corps provide. We can thus gauge the quality of the youth's program experience from a developmental perspective.

The specific dimensions we measure are the nature of:

- Interpersonal support and competence/relevance of staff;
- Interactions with staff;
- Relatedness to staff and other corpsmembers;

- Perceived autonomy in the program; and
- Engagement in the program.

Interpersonal support from the staff refers to the intensity and quality of interactions with the education and work staff. *Competence/relevance* assesses the youth's perceptions of staff's ability to help them get the skills they need to finish their education and get good jobs. *Supportive interactions* and controlling behavior of staff relate to the nature of the interaction corpsmembers have with the staff. *Relatedness to staff* refers to the quality of the emotional relationships between the corpsmembers and the other members of the corps community. *Perceived autonomy* measures the degree of choice that youth experience within the two corps settings—work and education. *Engagement* refers to the emotional and behavioral response of the participant to the corps. We believe that characterizing a program using these dimensions will enable us and others to understand the developmental quality of a program.

Interpersonal Support from and Competence/Relevance of Staff

As discussed earlier, much research has shown that supportive relationships with unrelated adults foster positive youth development and can even mitigate the effects of negative developmental events (Furstenberg, 1993; Werner and Smith, 1992; Cowen and Work, 1988; Rutter, 1987; Garmezy, 1985; Werner and Smith, 1982). Thus, a critical developmental feature to measure in a program is the nature of the interpersonal support provided by the program staff. In particular, we measure to what degree staff provide the corpsmembers with instrumental assistance and psychological support.

In addition to these dimensions, we also measure the degree to which the corpsmembers believe that what staff are teaching them is relevant to their lives. The dimension of competence/relevance was added following the measurement conferences described earlier. Participants emphasized the importance to these older youth of seeing adult supervisors as having and being able to communicate competencies in areas of relevance to their educational and employment goals.

Type of Interactions with the Staff

As youth develop, they need an environment that provides a zone of comfort as well as challenging new opportunities for growth, given that adolescence is characterized by increases in the desire for autonomy and self-determination (Eccles et al., 1993). The manner in which staff interact with corpsmembers sets the tone of this environment. If supportive interactions are provided, participants' ability to cope, feel valued and belong to a network involving mutual obligation and mutual understanding is enhanced (Gottlieb, 1988; Cobb, 1976). Research done in school settings (e.g., Grolnick and Ryan, 1989; Grolnick and Ryan, 1987; Skinner and Connell, 1986) found that school-aged youth who perceived higher levels of structure, autonomy and staff involvement had more positive beliefs about themselves and higher levels of engagement in school.

Such support leads youth to internalize responsibility for their actions, to better regulate their own behavior, and to react more productively to challenge and stress. Youth's experience with appropriately set expectations and noncoercive behavior (from parents and teachers) has been found to be consistently associated with their having a clearer understanding of what it takes to do well and a stronger belief in their internal capacity to execute such a strategy.

To investigate the youth's perceptions of staff interaction, we attempted to assess three dimensions. *Autonomy support* refers to staff encouraging youth to voice their perspectives on important issues, to express their feelings in appropriate ways and to make their own choices about their actions whenever possible. *Structure* refers to staff setting optimally challenging expectations, and when these expectations are met or violated, delivering consequences in a consistent and just fashion. *Involvement* refers to the dedication of psychological resources (i.e., time, interest and effort) to corpsmembers.

Perceived Relatedness

While studies (e.g., Ainsworth, Blehar, Waters and Wall, 1978; Bowlby, 1969) have long revealed that strong positive emotional bonds between infants and young children and their caregiver promote development, more recent studies by Connell et al. (1994); Connell and Wellborn (1991); Deci et al. (1989); and Ryan and Lynch (1989) have shown a similar relationship for older youth and adults. A critical task of social development appears to be establishing autonomy while maintaining a sense of relatedness with important others (Allen et al., 1994). Members of our advisory group argued that this concept could be useful for assessing youth in such settings as voluntary youth organizations and urban corps. More specifically, the advisory group speculated that relatedness of corpsmembers to staff and other corpsmembers may provide the foundation for urban youth to resist challenges to their successful engagement in these types of programs and organizations. Thus, URCAP taps into the corpsmembers' relatedness to others in the corps.

Perceived Autonomy

The URCAP autonomy assessment is based on theoretical work by Deci and Ryan (1985), Harter (1981), deCharms (1976), and Deci (1971). This body of work points out that being able to control an outcome—being competent at something—will not produce full engagement if individuals are being forced to participate in the activity against their will, if they see no personal value or have no interest in the activity, or if fear of failure is driving their participation. Empirical studies of the relationship of these factors among adolescents and adults (Ryan and Connell, 1989; Deci et al., 1989) found that higher levels of perceived autonomy—as indicated by stronger endorsement of identified and intrinsic reasons versus external and introjected reasons—are associated with higher levels of engagement, better performance and adjustment.

Youth Engagement

The more engaged a corpsmember is in the corps, the more that individual will get out of the experience. If youth are personally invested in what the corps offers, their participation will provide them a meaningful context for development and change. We know from previous work that engagement in positive activities relates to positive outcomes.

According to Merton (1953) and other theorists (e.g., Wellborn, 1992), engagement is manifested most clearly in the behavior and emotion of individuals within particular settings. The measures of behavioral and emotional youth engagement included in URCAP were developed based on the measures developed by Connell and his colleagues for somewhat younger youth in educational settings (Wellborn et al., 1987). URCAP tested the transferability of these scales to an older population in a programmatic setting.

Reaction to Challenge

During our measurement conferences, corps staff indicated that conflict resolution skills were an important programmatic focus of urban corps. They are also an important aspect of positive youth development.

Research in educational settings (Connell et al., 1994; Connell and Wellborn, 1991; Tero and Connell, 1983) supports the notion that exhibiting positive coping reactions benefits a youth's future performance, while the other three types of reactions—*anxiety amplification*, *projection* and *denial*—have detrimental effects. In particular, more active and problem-oriented coping (positive coping in our terminology) has psychological, performance and health benefits not seen with emotion-focused coping (*anxiety amplification*) and avoidance (*denial*). Thus, we included in URCAP items assessing corpsmembers' reaction to both performance and social challenge.

THE STAFF REPORT

The Staff Report was designed to obtain an independent assessment of participants' general performance in the program. For each corpsmember who filled out a Youth Survey, we asked the crew leader and education staff to assess the corpsmember's *engagement* and *reaction to challenge*, and to report on his or her *in-program outcomes*.

Engagement

Previous research on youth in an educational setting (Halpern-Felsher and Connell, 1995; Skinner and Belmont, 1993) has shown that although youth reports of their own engagement predict current and future performance and adjustment, adults' perceptions of their characteristics are far more predictive of educational outcomes. URCAP examines the relationships between staff members' reports of youth performance and engagement.

Reaction to Challenge

As discussed earlier, the attendees of our measurement conferences suggested that conflict resolution skills were important outcomes of the program. Thus crew leaders and education staff were also asked to assess how each corpsmember they worked with reacted to challenge. We asked them how the corpsmember reacted "when he/she makes a mistake or is challenged by a staff member."

In-Program Outcomes

To gauge the usefulness of our more developmental approach to describing the corps, we measured a few in-program outcomes. One set consists of traditional in-program performance measures: having received a promotion, raises or awards, having been docked pay and having been suspended. Another is the staff's assessment of how likely it is that the corpsmember will succeed in the corps.

THE STAFF SURVEY

One of the most important goals of the URCAP Staff Survey instrument is to test measures that could distinguish effective programs from less effective programs. Such measures could ultimately function as quick assessment tools for program operators and evaluators.

Another purpose of the scales tested in URCAP is to provide users with a way of profiling the staff members themselves. With measures of both the organizational climate of the corps and characteristics of the staff in hand, one could explore links between the staff and organizational characteristics and youth performance.

To meet these two goals, the URCAP Staff Survey measures constructs that fall into three main categories: what the staff bring to the program, key perceptions of the workplace (such as its culture and climate and support from the director), and the staff's work attitudes and performance. Chart 2 presents the constructs we investigated. Many of the specific constructs we use closely match the measures used to assess teacher attitudes and behaviors in urban and suburban schools developed by Connell and his colleagues (Pierson and Connell, 1995).

What Staff Bring to the Program

The key characteristics that the staff bring to the program, as measured in URCAP, are their *orientation toward youth* and their *perceived strategies for job success*.

Orientation Toward Youth

According to our advisory group of experts in youth programming, a key factor that affects the quality of interactions between corpsmembers and staff and therefore youth engagement

Chart 2

DIMENSIONS MEASURED IN THE STAFF SURVEY AND DIRECTOR'S REPORT

STAFF SURVEY		
<u>What the Staff Brings to the Program</u>	<u>Key Perception of the Workplace</u>	<u>Work Attitudes and Performance</u>
Orientation toward youth Perceived strategy for job success	Organizational support Perceived relatedness Staff engagement	Staff engagement Staff reaction to challenge
DIRECTOR'S REPORT		
<u>What the Youth Brings to the Program</u>	<u>Elements of Program Experience</u>	<u>In-Program Outcomes</u>
		Meeting corps goals Interpersonal support of corpsmembers Staff engagement Staff reaction to challenge
		In-program performance measures

is the staff member's "orientation toward youth." Do the staff believe each corpsmember can succeed? Do they refrain from making snap judgments about youth? Much education research has found that teachers' attitudes toward students affect youth performance. We examine whether a similar relationship holds in youth programming.

Perceived Strategies for Job Success

As we noted in describing the Youth Survey, many studies have found that beliefs about what it takes to succeed at something (perceived strategies) have important consequences for performance in a wide variety of settings (Rotter, 1966). Thus, the URCAP Staff Survey includes items asking staff members about their perceived strategies for being successful in their work.

Key Perceptions of the Corps Workplace

The main dimensions of the corps workplace that are measured in the URCAP Staff Survey are *organizational support* and *perceived relatedness to others in the corps*.

Organizational Support

Based on organizational development literatures (such as Gephart, 1992), ongoing research on organizational characteristics promoting teachers' engagement in urban educational settings (Pierson and Connell, 1995; McLaughlin, 1993), and input from P/PV's program staff and youth program advisors, a number of key factors of organizational climate were identified. These included the staff's perceptions of how engaged they and their colleagues are in their work; whether there are clear expectations of the staff; whether staff rewards are just; whether staff hold a shared understanding of the corps' goals and policies; whether staff accept responsibility for their actions; whether there is mutual respect among staff; and whether the director is involved with the corps staff. URCAP includes items to tap all these dimensions.

Perceived Relatedness

Studies by Connell et al. (1994), Connell and Wellborn (1991), Deci et al. (1989), and Ryan and Lynch (1989) have shown that adults who feel emotionally related to others in a setting are more engaged in that setting than those who feel less interrelated. Members of our advisory group agreed that the staff's experience of positive and negative emotions when interacting with others could apply to program settings. In particular, they speculated that relatedness of staff to corpsmembers might provide the foundation for urban youth to resist challenges to their successful engagement in these types of programs and organizations. Thus, we measured the staff's perceived relatedness to corpsmembers, other staff and their supervisor.

Staff Work Attitudes and Performance

The overall summary measure of staff work attitudes we measure with URCAP is *staff engagement*. We also measure staff's *reaction to challenge* from supervisors, corpsmembers and other staff, and from faulty corps policies.

Staff Engagement

While a fully engaged, dedicated staff does not guarantee that youth corps will be able to improve the lives of its corpsmembers, a disengaged staff probably ensures that the program will be ineffective. Thus, one important element of program quality is the engagement of the staff. The URCAP engagement items are similar to those included in teacher instruments used in educational settings by Pierson and Connell (1995). They ask staff members to report behaviors and emotions that indicate either engagement or disaffection.

Staff Reaction to Challenge

Staff could experience conflicts from four different sources: corpsmembers, supervisors, other staff members and corps policies. Because the corps attempt to improve the skills of corpsmembers in reacting to challenge, we thought it would be important to tap how staff handled challenges. Thus, we asked the staff to describe how they reacted to each type of challenge.

These measures might also indicate the level of engagement of the staff. Staff who are disengaged in their work are unlikely to spend a lot of time resolving conflicts, especially with corps policies.

THE DIRECTOR'S REPORT

The Director's Report was designed to provide an external assessment of individual staff members' performance and engagement. For each staff member who filled out a Staff Survey, we asked the director (or supervisor) to assess the staff's overall performance in *meeting the goals of the corps* and *providing corpsmembers with support*. In addition, directors assessed the staff members' degree of *engagement* in their work and their *reaction to challenge* from corpsmembers, other staff and their supervisor.

We expect that these director-assessed measures of staff performance and engagement can be linked to staff members' own reports of their engagement, beliefs about themselves and youth, and their experience of the organizational supports provided by the corps and the director.

FIELD-TESTING URCAP

Early versions of the URCAP instruments were piloted in one site. The Youth Survey instrument was piloted at the Miami UCEP corps with 77 youth. The staff instruments were

piloted at the Milwaukee corps with 31 staff members. We analyzed the data from these pilots and made final revisions to the instrument.

Shortened and revised instruments then were field-tested in multiple sites during Fall 1994 and Winter 1995 so that the validity and psychometric properties of the measures could be assessed. The Youth Survey and Staff Report were administered to all corpsmembers and all staff at three UCEP sites—Miami, Fort Lauderdale and Milwaukee—as well as at the Los Angeles Conservation Corps. These four corps were chosen because they were the largest and most stable of the urban corps. The questionnaires were administered in English to small groups of corpsmembers (approximately 10 per group). Two survey administrators were present; one read the instrument out loud to the group and one roamed the room answering questions and providing individual help. The Staff Survey and Director's Report were field-tested at these four sites and seven other UCEP sites—Rochester, Dallas, Albany, Durham, Kansas City, Savannah and Newark, New Jersey. Both instruments were self-administered. The directors initially distributed the staff surveys, but staff mailed the completed surveys directly to our survey subcontractor.

This process yielded 289 completed Youth Surveys (83% of a possible 347); 404 completed Staff Reports from 71 staff members describing 274 corpsmembers (79%); 160 Staff Surveys (99% of a possible 162); and 162 Director's Reports (100%).

THE SAMPLE

In this section, we briefly describe the characteristics of the survey respondents.

Youth Survey Sample

We attempted to survey all corpsmembers who were actively participating during the week we visited the corps, and were able to interview 83 percent. Table 1 presents the number and characteristics of youth subjects for each of the four research sites. As is common in urban youth corps, the majority of respondents were male, minority youth with relatively limited education. Nearly two-thirds (65%) of the 289 subjects were male; 56 percent were African-American, and nearly one-third (31%) were Hispanic. Respondents ranged from 15 to 28 years old, with the average age 20.4; not quite half the participants (44%) had earned a diploma or GED. At the time we surveyed the corpsmembers, 50 percent had participated for at least four months—one-third of the 12 months corpsmembers are asked to commit to the corps.

The youth questionnaires asked participants about their experiences with both their work in the corps and their education classes. However, because several corpsmembers at the Milwaukee site did not participate in classroom/education activities, the scales for the education setting are based on only 246 corpsmembers rather than the full 289.

Table 1

URCAP YOUTH SURVEY DEMOGRAPHICS BY SITE

	Milwaukee	Los Angeles	Miami	Ft. Lauderdale	Total
Gender					
Female	35%	38%	39%	16%	35%
Male	65	62	61	84	65
Race					
Black	76%	35%	61%	81%	56%
Hispanic	13	48	34	6	31
White	6	2	0	0	2
Other	5	17	5	13	11
Age					
Mean	21.3	20.2	20.2	20.1	20.4
Under 20	21%	43%	40%	45%	38%
Percentage with diploma or GED	44%	44%	47%	35%	44%
Percentage lived in neighborhood < 1 year	22%	18%	28%	30%	23%
Percent lived in neighborhood > 5 years	34%	52%	35%	30%	41%
Median number of weeks in corps	13	21	14	16	16
Percentage on education Staff Report	34%	65%	30%	70%	48%
Percentage on crew leader Staff Report	85%	69%	57%	75%	69%
Total number of corpsmembers	73	119	115	40	347
Responding	66	107	85	31	289
Response rate	90%	90%	74%	78%	83%

Staff Report Sample

We asked education and work staff to complete reports on all the 289 corpsmembers we surveyed. Seventy-one staff members responded with ratings on 274 youth. This produced 404 completed surveys. Table 2 presents the number of corpsmembers for whom staff reports were completed at each site, and includes the job responsibility (education or work supervisor) of the staff members who completed the reports.

Staff Survey Sample

Staff Surveys were distributed to all education and work staff members in all 10 UCEP sites and the LACC. As can be seen in Table 2, all but two corps staff members (160) responded from the 11 sites. Most of the staff members were male (63%). The staff were less likely to be minority than were the corpsmembers: 18 percent were Hispanic, and 24 percent were white. Staff respondents ranged in age from 18 to 62; however, half were 33 years old or younger. Nearly all (95%) had completed high school, and about one-fourth (24%) had completed four years of college.

Director's Report Sample

Corps directors were asked to complete reports on the performance and engagement of all the staff who filled out Staff Surveys. Director's Reports were received for 162 staff members from the 11 sites. In most sites, the director filled out the Director's Report for all staff. In some larger sites, supervisors of the work and/or education programs also filled out reports.

Table 2

STAFF SURVEY DEMOGRAPHICS BY SITE

	Milwaukee	Los Angeles	Miami	Ft. Lauderdale	Albany	Dallas	Durham	Rochester	Kansas City	Savannah	New Jersey	TOTAL
Number of Staff Responding	15	45	24	11	11	17	9	6	6	5	11	160
Gender Percentage												
Female	33%	33%	42%	22%	55%	41%	33%	33%	33%	40%	40%	37%
Male	67%	67%	58%	78%	45%	59%	67%	67%	67%	60%	60%	63%
Race												
Black	20%	22%	46%	67%	55%	41%	89%	33%	83%	80%	80%	44%
Hispanic	27%	33%	21%	0%	0%	18%	0%	0%	0%	20%	0%	18%
White	53%	27%	13%	0%	18%	35%	11%	50%	17%	0%	20%	24%
Other	0%	18%	20%	33%	27%	6%	0%	17%	0%	0%	0%	14%
Age												
30 and under	53%	52%	13%	0%	45%	31%	63%	17%	17%	20%	60%	38%
51 and over	0%	5%	8%	22%	0%	0%	0%	0%	0%	40%	10%	6%
Reporting BA Degree	27%	53%	38%	9%	36%	54%	44%	16%	38%	20%	45%	39%

III. THE SCALES

In this chapter, we present the URCAP scales and provide evidence of their psychometric properties within our sample, including how items adhere within each scale and the relationships among scales within each broad construct. Unless otherwise stated, the scales were constructed by averaging the responses to items included in that scale. The measure of internal consistency, reliability or homogeneity we use is *coefficient alpha* (Cronbach, 1951). Alpha measures the degree to which the individual scale items represent a common underlying attribute. An alpha value of 1.0 would indicate that each item is perfectly correlated with the scale (in which case any of the items would provide the same amount of information as the entire scale), and a value of 0 would be expected if unrelated items were summed. Given the preliminary nature of this measurement work, we consider values above .70 to be good, and values between .55 and .70 to indicate that the scale shows promise and deserves further work.

For youth evaluated by both education and work staff on Staff Report scales, we present the correlation between raters for each scale when appropriate. This should be interpreted with caution, however. Good reliability may be inferred from a high correlation, but a low correlation may result from either poor reliability or the influence of the two different settings (work versus education).

In this chapter, we go through all the scales in each of the four instruments. For each scale, we state what it is attempting to measure and present the psychometric results found from the field test.

The psychometric sections briefly present the results of factor analyses. Factor analytic results can reflect both reliability (how well items cluster together) and validity (how distinct each of the clusters are), and therefore are described where relevant.³ Descriptive statistics for each scale are contained in tables in this chapter but are discussed in the text only when the scale has low variability (i.e., individual scores do not vary much from each other). Descriptive statistics for each item are found in the Appendix A tables.

THE YOUTH SURVEY

In this section, we report the results of the URCAP field test for the youth constructs. These measures are organized into three broad categories:

- What youth bring to the program;

³Principal component analysis was used to test for the unidimensionality of sets of items. Principal factor analyses (with Promax rotation techniques) were used to test whether items thought to tap multiple dimensions of a single construct did so.

- Elements related to program experience; and
- In-program outcomes.

What Youth Bring to the Program

The constructs measuring characteristics that the youth bring to the corps include: Interpersonal Supports from Family, from Peers, and from Non-familial Adults; Relatedness to Self; and Perceived Competence. Some of these baseline measures may change as a result of the program, such as Perceived Competence or Relatedness to Self, while others may not.

Interpersonal Supports

The URCAP Youth Survey assesses Interpersonal Supports available to youth from three sources outside the corps—family, non-familial adults and peers. (Support from corps staff is discussed in the next section.) Supports from family, non-familial adults and peers are each measured with three scales:

- **Personal Support** measures the intensity of assistance and psychological support available from each source.
- **Positive Role-Modeling** assesses the presence of role models for behaviors that are considered socially appropriate or successful.
- **Negative Role-Modeling** assesses the presence of role models who exhibit antisocial or sanctioned behavior.

Items making up each of these scales along with alpha coefficients and the item-to-scale correlations are found in Table 3.

Psychometric Characteristics. The Personal Support scales for all three sources manifested strong internal consistency. Values for coefficient alpha all exceeded .90. Alphas for the role model scales were also quite high, all exceeding .80.

Separate principal factor analyses supported our hypothesis that each of the Personal Support scales represents a single factor. However, principal factor analysis of the role model items indicated a two-factor solution—one factor measuring the density of positive roles and the other measuring the density of negative ones.

Relatedness to Self

URCAP measures corpsmembers general self-esteem, as well as the quality of emotional relationships with other corpsmembers and with staff. Here, we present our findings for Relatedness to Self (self-esteem); Perceived Relatedness to others is discussed in the next section. Items constituting the self-esteem scale are found in Table 4.

Table 3

**ITEMS ASSESSING INTERPERSONAL SUPPORTS FROM FAMILY
(Youth Survey)**

SCALE	CORRELATION OF ITEMS TO SCALE
PERSONAL SUPPORT, FAMILY (alpha=.94)	
<i>How many members of your family:</i>	
1. Could you go to for advice about health concerns?	.79
2. Pay attention to what's going on in your life?	.79
3. Could you go to for help in getting a job?	.72
4. Get on your case when you mess up?	.73
5. Praise you when you do something good?	.80
6. Could you get help from in an emergency?	.81
7. Could you go to if you need advice about something personal, such as a problem with a boy/girlfriend?	.73
8. Could you go to if you felt physically threatened?	.76
9. Could you go to if you are really upset or mad about something?	.82

Note: Response categories for the above items are: 0) None, 1) Only one, 2) Two or three, 3) More than three. Items were recoded as follows: 2) was recoded to 2.5, 3) was recoded to 4. The score is the mean of the 9 recoded items.

POSITIVE ROLE MODELS, FAMILY (alpha=.86)

Thinking about the family members you selected, how many do you think:

1. Graduated from high school?	.71
2. Had education or training after high school?	.70
3. Had a full-time job last year?	.65
4. Had a part-time job last year?	.42
5. Started or are working in their own business?	.42
6. Helped somebody out with a problem in the last year?	.57
7. Have shown particular talent in an area (e.g., music, arts, sports, education, etc.)?	.65
8. Attended church or religious services regularly last year?	.55
9. Have done something that has helped improve the neighborhood?	.51
10. Voted in the last presidential election?	.57

Note: Responses for each of the above items range from 0 to 4. The score is the mean of the 10 items. In the previous question, youth are asked "Who are the members of your family, older than you, that are most important to you, that make a big difference in your life (for good or bad)? List only living family members. (CHECK UP TO FOUR)" Response categories are: 1) mother or stepmother, 2) father or stepfather, 3) older brother or stepbrothers, 4) older sister or stepsisters, 5) grandmother, 6) grandfather, 7) aunt, 8) uncle, 9) older cousins.

Table 3 (continued)

ITEMS ASSESSING INTERPERSONAL SUPPORTS FROM FAMILY
(Youth Survey)

SCALE	CORRELATION OF ITEMS TO SCALE
NEGATIVE ROLE MODELS, FAMILY (alpha=.84)	
<i>Thinking about the family members you selected, how many do you think:</i>	
1. Have stolen something in the last year?	.64
2. Have used illegal drugs or alcohol a lot in the past year?	.73
3. Have been in jail or prison?	.75

Note: Responses for each of the above items range from 0 to 4. The score is the mean of the three items. In the previous question, youth are asked "Who are the members of your family, older than you, that are most important to you, that make a big difference in your life (for good or bad)? List only living family members. (CHECK UP TO FOUR)" Response categories are: 1) mother or stepmother, 2) father or stepfather, 3) older brother or stepbrothers, 4) older sister or stepsisters, 5) grandmother, 6) grandfather, 7) aunt, 8) uncle, 9) older cousins.

Table 3 (continued)

ITEMS ASSESSING INTERPERSONAL SUPPORTS FROM PEERS
(Youth Survey)

SCALE	CORRELATION OF ITEMS TO SCALE
PERSONAL SUPPORT, PEERS (alpha=.93)	
<i>Of the people you hang out with, how many:</i>	
1. Could you go to for advice about health concerns?	.72
2. Pay attention to what's going on in your life?	.76
3. Could you go to for help in getting a job?	.70
4. Get on your case when you mess up?	.75
5. Praise you when you do something good?	.75
6. Could you go to for help in an emergency?	.80
7. Could you go to if you need advice about something personal, such as a problem with a boy/girlfriend?	.76
8. Could you go to if you felt physically threatened?	.74
9. Could you go to if you are really upset or mad about something?	.81
<i>Note: Response categories are: 0) None, 1) Only one, 2) Two or three, 3) More than three. Items were recoded for analysis as follows: 2) was recoded to 2.5, 3) was recoded to 4. The score is the mean of the 9 items.</i>	
POSITIVE ROLE MODELS, PEERS (alpha=.83)	
<i>Of the people you hang out with, how many:</i>	
1. Have graduated from high school?	.70
2. Had education or training after high school?	.65
3. Had a full-time job in the last year?	.65
4. Had a part-time job in the last year?	.57
5. Have helped somebody out with a problem in the last year?	.53
6. Voted in the last presidential election?	.51
7. Have done something that has helped improve the neighborhood in the last year?	.44
<i>Note: Response categories are: 0) None, 1) Only one, 2) Two or three, 3) More than three. The score is the mean of the 7 items.</i>	

Table 3 (continued)

ITEMS ASSESSING INTERPERSONAL SUPPORTS FROM PEERS
(Youth Survey)

SCALE	CORRELATION OF ITEMS TO SCALE
NEGATIVE ROLE MODELS, PEERS (alpha=.90)	
<i>Of the people you hang out with, how many:</i>	
1. Have stolen something in the last year?	.76
2. Have been in a gang fight in the last year?	.73
3. Used illegal drugs or alcohol a lot in the past year?	.80
4. Have been in jail or prison.	.81

Note: Response categories are: 0) None, 1) Only one, 2) Two or three, 3) More than three. The score is the mean of the 4 items.

Table 3 (continued)

ITEMS ASSESSING INTERPERSONAL SUPPORTS
FROM NON-FAMILIAL ADULTS
(Youth Survey)

SCALE	CORRELATION OF ITEMS TO SCALE
PERSONAL SUPPORT, NON-FAMILIAL ADULTS (alpha=.93)	
<i>How many adults do you know outside your family that:</i>	
1. You could go to for advice regarding health concerns?	.68
2. Pay attention to what's going on in your life?	.76
3. You could go to for help in getting a job?	.73
4. Get on your case when you mess up?	.71
5. Praise you when you do something good?	.68
6. You could go to for help in an emergency?	.74
7. You could go to if you need some advice about something personal like a problem with a boy/girlfriend?	.76
8. You could go to if you thought you were in danger?	.74
9. You could go to if you are really upset or mad about something?	.77
<i>Note: Response categories are: 0) None, 1) Only one, 2) Two or three, 3) More than three. Items were recoded for analysis as follows: 2) was recoded to 2.5, 3) was recoded to 4. The score is the mean of the 9 recoded items.</i>	
POSITIVE ROLE MODELS, NON-FAMILIAL ADULTS (alpha=.81)	
<i>Of the adults you know other than ones in your family and in the corps program, how many do you think:</i>	
1. Have graduated from high school?	.59
2. Have had education or training after high school?	.68
3. Had a full-time job in the last year?	.58
4. Have helped somebody out with a problem in the last year?	.54
5. Voted in the last presidential election?	.56
6. Own their own business?	.41
7. Have done something that has helped improve the neighborhood in the last year?	.35
8. Are particularly talented in an area (e.g., music, arts, sports, education, etc.)	.48

Note: Response categories are: 0) None, 1) Only one, 2) Two or three, 3) More than three. The score is the mean of the 8 items.

Table 3 (continued)

ITEMS ASSESSING INTERPERSONAL SUPPORTS
FROM NON-FAMILIAL ADULTS
(Youth Survey)

SCALE	CORRELATION OF ITEMS TO SCALE
NEGATIVE ROLE MODELS, NON-FAMILIAL ADULTS ($\alpha=.81$)	
<i>Of the adults you know other than ones in your family and in the corps program, how many do you think:</i>	
1. Have stolen something in the last year?	.57
2. Have used illegal drugs or alcohol a lot in the past year?	.69
3. Have been in jail or prison?	.72
<i>Note: Response categories are: 0) None, 1) Only one, 2) Two or three, 3) More than three. The scale is the mean of the 3 items.</i>	

Table 4

**ITEMS ASSESSING PERCEIVED RELATEDNESS
(Youth Survey)**

SCALE	CORRELATION OF ITEMS TO SCALE
RELATEDNESS TO SELF (alpha=.58)	
<i>When I think about myself, I feel...</i>	
1. Important	.42
2. Proud	.38
*3. Unhappy	.36
<i>I wish I...</i>	
*4. Were someone else	.36
RELATEDNESS TO EDUCATION STAFF (alpha=.75)	
<i>When I'm with the education staff, I feel...</i>	
1. Respected	.59
*2. Ignored	.59
*3. Mad	.53
4. Confident	.49
RELATEDNESS TO WORK STAFF (alpha=.78)	
<i>When I'm with my crewleader, I feel...</i>	
1. Respected	.61
*2. Ignored	.63
*3. Mad	.59
4. Confident	.52
RELATEDNESS TO CORPSMEMBERS (alpha=.68)	
<i>When I'm with other corpsmembers, I feel...</i>	
1. Respected	.51
*2. Ignored	.37
*3. Mad	.28
4. Confident	.55
5. Important	.50

Note: Items marked with an asterisk (*) are reverse-coded. Response categories for all four scales are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true. Items are averaged to compute subscale scores.

Psychometric Characteristics. While principal factor analysis supported a single-factor structure for Relatedness to Self, the reliability analysis suggests that these items worked only marginally well as a measure of this construct ($\alpha=.58$).

Perceived Competence

The particular assessment strategy tested in URCAP is from Skinner et al. (1990). It draws a distinction among **control** beliefs (I can finish my education/get a good job), **strategy** beliefs (this is what it takes), and **capacity** beliefs (I have the capacity to do what it takes). The specific strategies assessed are: *unknown* (I don't know what it takes); *powerful others* (other people control what happens); *luck* (I'll need to get a break); *effort* (hard work makes the difference); and *ability* (personal attributes are what matters). For all strategies except the *unknown* strategy, individuals were asked to assess their capacity to implement that strategy. Corpsmembers were asked about their control, capacities and strategy beliefs separately for educational and work settings.

Preliminary analyses of the pilot data revealed that some items initially created to measure all the subdimensions of the Skinner et al. framework did not show sufficient variability and/or the expected inter-item correlations to justify retaining them in the field-tested version of the scale. As a result, four strategy belief measures were dropped—namely, how important effort is in getting an education; how important ability is in getting an education; how important teachers are in getting an education; and how important effort is in getting a job. Thus, the current URCAP competence scales do not tap all the conceptual components of this construct.

Items for the scales that were measured are presented in Table 5.

Psychometric Properties. These Skinner scales are constructed using a different approach from the simple averaging used for most of the measures being discussed here. Specifically, within a setting, each of a corpsmember's self-assessed capacity beliefs is multiplied by how important the individual believes the corresponding strategy is to one's overall success. *Unknown* strategy and one's control belief are multiplied by four. Then the cross-products are added together to produce the final score.⁴ The resulting scale is thus an aggregate gauge of one's competence (in the six areas), where an individual's competence in a particular area, such as luck, is weighted by how important one believes that strategy (luck) is to being successful.

Principal factor analysis was conducted separately for the education and work items on the multiplied responses to capacity and strategy items. Within the education setting, we found that the items cleanly fell into two factors; within the work setting, however, the factor

⁴Two of the items had too little variance to be kept. These were the youth's sense of the importance of intelligence (*ability*) and their ability to influence teachers (*powerful others*) in the educational setting. In these cases, the capacities were multiplied by four. Better items for these need to be developed.

Table 5

**ITEMS ASSESSING PERCEIVED COMPETENCE
(Youth Survey)**

COMPETENCE: EDUCATION

1. I get mostly bad breaks when it comes to education.
2. I can work really hard when it comes to getting the education I need.
3. I have all the intelligence I need to finish my education.
4. If I don't finish my education, it's because I didn't have the chances others had.
5. To get the education I need, I have to be lucky.
6. When I have trouble with schoolwork, it's because teachers or education staff don't like me.
7. I can't figure out what it takes to finish my education.
8. To get the education I need, all I have to do is try hard.
9. I will be able to get the kind of education I need.

Scoring Instructions

Promote = (4 x Item 9) + (Item 2 x Item 8) + (4 x Item 3).

Undermine = (4 x Item 7) + (4 x Item 6) + ((Item 4 + Item 5)/2) x Item 1).

Note: Response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.

COMPETENCE: JOB

1. There aren't enough jobs for me to get the kind of job I want.
2. I can't get people to treat me fairly when I apply for the kind of job I want.
3. I don't know what it takes to get the kind of job I want.
4. If I can't get a good job, it's because people aren't fair to people like me.
5. Getting a good job is mostly a matter of luck.

Scoring Instructions

Undermine = (4 x Item 3) + (Item 2 x Item 4) + (Item 1 x Item 5).

Note: Response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.

analysis suggested only one factor. The two factors indicated by the principal factor analysis for the education context are:

- **Promote**, which is a measure that assesses positive beliefs about one's own ability to finish education—one's effort and ability; and
- **Undermine**, which is a measure that assesses negative beliefs about one's own ability to finish education—not knowing what to do, or believing that powerful others or luck governs one's fate.

Within the work setting, the items included were able to tap only the Undermine beliefs.

The alphas for the scales are: .73 for the education Undermine scale, .62 for the work Undermine scale and .49 for the education Promote scale. The low alpha on the education Promote scale indicates that the currently defined scale is unacceptable. It thus appears that the URCAP items were much better at tapping into negative beliefs about the corpsmembers' capacities/strategies than at tapping into the positive beliefs. More sensitive items tapping promoting beliefs for both contexts should be explored.

Elements of the Corpsmembers' Program Experience

Elements of the corpsmembers' program experience measured in the URCAP questionnaire include Interpersonal Support from Staff; Supportive Interactions with Staff; Relatedness to Staff and to Other Corpsmembers; Perceived Autonomy in the Program; and Engagement in the Program.

Interpersonal Supports

Similar to the Interpersonal Supports outside the corps setting, Interpersonal Support from staff was measured through several scales. To assess supports provided by corps staff, we attempted measurement with five scales:

- **Personal Support**, which measures the intensity of assistance and psychological support available from corps staff;
- **Competence/Relevance**, which assesses youth's perceptions of staff's ability to help them get the skills they need to finish their education and get good jobs;
- **Autonomy**, which refers to staff being perceived as allowing youth to make their own decisions, and as behaving in a fair and positive way toward corpsmembers;
- **Structure**, which refers to staff setting fair and clear expectations and caring about how corpsmembers do; and

- **Involvement**, which refers to youth's perceptions that staff avoid controlling and coercive techniques for gaining compliance.

Psychometric Characteristics. While the Personal Support and Competence/Relevance scales worked as expected (alphas of .88 for Personal Support and .74 for Competence/Relevance), the Autonomy, Structure and Involvement scales did not work. The items in these three scales did not cluster as expected. It appears that we have not yet developed items that can differentiate among all these dimensions. Instead, negative statements about the staff tended to cluster together and positive statements about the staff tended to cluster along a second factor. The positive factor—call it Staff Supportive Interactions—has an alpha of .83, while the negative factor—call it Staff Controlling Interactions—has an alpha of .62.

More work needs to be done in this area if one wishes to unpack the nature of the supportive and controlling staff interactions.

Perceived Relatedness

As noted earlier, URCAP's Perceived Relatedness construct measures the quality of emotional relationships between corpsmembers and other members of the corps community. Specifically, three scales assess corpsmembers' emotional reactions:

- To other **corpsmembers**;
- To **education staff**; and
- To **work staff**.

Items constituting each of these scales are found in Table 6.

Psychometric Characteristics. Separate principal factor analyses confirmed the single-factor structure for each of the three scales. Alpha values for the three Relatedness scales were .68 for Relatedness to Corpsmembers, .75 for Relatedness to Education Staff and .78 for Relatedness to Work Staff.

Perceived Autonomy

URCAP's Perceived Autonomy scale assesses the degree of choice that youth experience within a particular setting. Corpsmembers were asked to endorse different reasons for participating in the education and work activities at the corps. These items, found in Table 7, form four scales each for the education and work settings. They are, from least to most autonomous, as follows:

- **External** reasons indicate that the corpsmember is doing classwork or work at the sites because he/she fears sanctions or has to stay in the corps.
- **Introjected** reasons refer to shame, guilt or fear of failure.

Table 6

ITEMS ASSESSING INTERPERSONAL SUPPORTS FROM URBAN CORPS STAFF
(Youth Survey)

SCALE		CORRELATION OF ITEMS TO SCALE
PERSONAL SUPPORT (alpha=.88)		
<i>How many adult staff in the corps:</i>		
1.	Could you go to for advice regarding health concerns?	.70
2.	Pay attention to what's going on in your life?	.63
3.	Could you go to for help in getting a job?	.58
4.	Get on your case when you screw up?	.38
5.	Praise you when you do something good?	.65
6.	Could you go to for help in an emergency?	.68
7.	Could you go to if you need some advice about something personal like a problem with a boyfriend or girlfriend?	.56
8.	Could you go to if you felt physically threatened?	.69
9.	Could you go to if you are really upset or mad about something?	.72
<i>Note: Response categories for the above items are: 0) None, 1) Only one, 2) Two or three, 3) More than three. Items were recoded as follows: 2) was recoded to 2.5, 3) was recoded to 4. The score is the mean of the 9 recoded items.</i>		
POSITIVE SUPPORT (alpha=.83)		
1.	Staff let me decide things for myself.	.57
2.	Staff allow me to make my own decisions.	.68
3.	Staff are fair with me.	.63
4.	Staff like me.	.63
5.	Staff make the rules at the Corps clear.	.47
6.	Staff at the Corps care about how well I do.	.52
7.	Staff have time for me.	.56
<i>Note: Response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true. The score is the mean of the 7 items.</i>		

Table 6 (continued)

**ITEMS ASSESSING INTERPERSONAL SUPPORTS FROM URBAN CORPS STAFF
(Youth Survey)**

SCALE	CORRELATION OF ITEMS TO SCALE
NEGATIVE SUPPORT (alpha=.62)	
1. Staff try to control everything I do.	.35
2. Staff interrupt me when I have something to say.	.50
3. Staff do not explain why we have to do certain things.	.43
<i>Note: Response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true. The score is the mean of the 3 items.</i>	
COMPETENCE/RELEVANCE (alpha=.74)	
1. Staff here have a lot of experience in the kinds of work I want to do.	.60
2. Staff here can help me get what I need to succeed.	.52
*3. Staff at the Corps don't know much more than I do about doing work.	.27
4. Staff here know a lot about the things I want to learn.	.66
5. Staff really understand what they teach us.	.53
<i>Note: Response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true. The scale is the mean of the 5 items. Items marked with an asterisk (*) are reverse-coded.</i>	

Table 7
ITEMS ASSESSING PERCEIVED AUTONOMY
(Youth Survey)

SCALE	CORRELATION OF ITEMS TO SCALE
AUTONOMY: EDUCATION	
<i>I do my classwork because...</i>	
EXTERNAL (alpha=.71)	
1. I will get in trouble with the education staff if I don't.	.50
2. That is what I have to do to stay in the Corps.	.49
3. The education staff tell me I have to.	.62
INTROJECTED (alpha=.74)	
1. I'll be embarrassed if I don't get it done.	.47
2. I'll feel guilty if I don't do it.	.65
3. I'll feel bad about myself if I don't do my classwork.	.56
IDENTIFIED (alpha=.62)	
1. Doing well in classes is important to me.	.46
2. I need to learn it to get a good job.	.47
3. It will help me get my diploma or GED.	.34
4. Finishing my education is important to me.	.44
INTRINSIC (alpha=.82)	
1. I like doing it.	.70
2. It's fun.	.65
3. It is interesting.	.69

Note: Response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true. Items are averaged to compute subscale scores.

Table 7 (continued)

**ITEMS ASSESSING PERCEIVED AUTONOMY
(Youth Survey)**

SCALE	CORRELATION OF ITEMS TO SCALE	
AUTONOMY: WORK		
<i>I do my work because...</i>		
EXTERNAL (alpha=.66)		
1.	I will get in trouble with my crew leader if I don't do my work.	.52
2.	I'll get in trouble with other staff if I don't do the work.	.51
3.	That is what I have to do to stay in the corps.	.39
INTROJECTED (alpha=.81)		
1.	I'll feel bad about myself if I don't do my work.	.57
2.	I'll be embarrassed if I don't get the work done.	.60
3.	I'll be ashamed of myself if the work doesn't get done.	.65
4.	I'll feel guilty if I don't do the work.	.72
IDENTIFIED (alpha=.70)		
1.	Doing the job well is important to me.	.52
2.	I want to do a good job.	.57
3.	Doing well on the corps projects will help me in the future.	.46
INTRINSIC (alpha=.81)		
1.	I like doing the work.	.62
2.	The work we do is interesting.	.71
3.	The work we do is fun.	.67

Note. Response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true. Items are averaged to compute subscale scores.

- **Identified** reasons specify the importance of work at the corps for meeting the corpsmember's personal goals.
- **Intrinsic** reasons refer to interest in and enjoyment of the activities themselves.

Psychometric Characteristics. Coefficient alpha values for all eight scales (four work scales and four education scales) exceeded .60, ranging from .62 (Identified/Education) to .82 (Intrinsic/Education).

There was little variation in the two Identified scales. Most youth scored a maximum of 4.0, resulting in means of 3.60 (education setting) and 3.67 (work setting) and standard deviations of .57 and .50. The scale is included because we suspect this low variability may reflect a special characteristic of the UCEP population. Further work is needed to assess this scale's performance for other populations.

Within each setting, principal factor analyses were conducted on all of the items. These results support the proposed four-factor structure of autonomy within both the educational and work settings.

Youth Engagement

The engagement of youth in the program is a key programmatic goal. In education and work settings, engagement has been found strongly to predict performance and adjustment.

We assessed corpsmembers' engagement in both education and work settings along two dimensions:

- **Behavioral Engagement**, which refers to the degree to which the individual is mentally absorbed in the activity and the effort they put forth; and
- **Emotional Engagement**, which refers to the types of feelings experienced while in a setting.

Items making up each of the four scales are found in Table 8.

Psychometric Properties. Principal factor analyses conducted separately for each setting support the hypothesized two-factor structure of engagement. These scales worked well in both the work and the education settings, with alphas ranging from .71 to .82. As earlier research would predict, intercorrelations among Engagement scales also indicate that engagement is not strongly correlated across these two settings.

Table 8

**ITEMS MEASURING CORPSMEMBER ENGAGEMENT
(Youth Survey)**

SCALE	CORRELATION OF ITEMS TO SCALE
BEHAVIOR: EDUCATION (alpha=.82)	
<i>When I'm in the classroom:</i>	
1. I put in more effort than is required of me.	.64
2. I concentrate on what I'm doing.	.62
*3. I think about other things.	.47
4. I do more than is required of me.	.58
5. I stay focused on my classwork.	.68
*6. I daydream a lot.	.58
<i>Note: Response categories range from 1 (very rarely) to 4 (almost all of the time). Items marked with an asterisk (*) are reverse-coded. Items are averaged to compute subscale scores.</i>	
BEHAVIOR: WORK (alpha=.71)	
1. At the worksite, I do more than is required of me.	.51
*2. When I am at the worksite, I usually think about other things.	.31
3. I put more effort into work than is required of me.	.62
4. I find that I stay focused when I'm at the worksite.	.55
5. I think about work even when I'm not at the worksite.	.31
6. At the worksite, I concentrate on whatever I'm doing.	.45
<i>Note: Response categories range from 1 (very rarely) to 4 (almost all of the time). Items marked with an asterisk (*) are reverse-coded. Items are averaged to compute subscale scores.</i>	
EMOTION: EDUCATION (alpha=.76)	
<i>When I'm in my education classes, I feel:</i>	
1. Like I'm learning something important.	.50
*2. Angry.	.66
3. Happy.	.42
*4. Depressed.	.60
*5. Worried.	.47
<i>Note: Response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true. Items marked with an asterisk (*) are reverse-coded. Items are averaged to compute subscale scores.</i>	

Table 8 (continued)

ITEMS MEASURING CORPSMEMBER ENGAGEMENT
(Youth Survey)

SCALE	CORRELATION OF ITEMS TO SCALE
EMOTION: WORK ($\alpha=.71$)	
<i>When I'm at the worksite, I feel:</i>	
*1. Angry.	.63
2. Happy.	.45
*3. Discouraged.	.37
4. Like the work we do is important.	.31
*5. Bored.	.57
<i>Note: Response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true. Items marked with an asterisk (*) are reverse-coded. Items are averaged to compute subscale scores.</i>	

Reaction to Challenge

We asked the youth to assess their reaction to two types of challenges—Performance Challenge and Social Challenge. Reaction to Performance Challenge is tapped by asking respondents to endorse various types of reactions they would have if something bad happened, such as "not doing well on an assignment." Four dimensions of Reaction to Performance Challenge were measured:

- **Positive Coping** refers to corpsmembers taking active steps to address the performance problem—e.g., trying harder, looking for new strategies, seeking help.
- **Anxiety Amplification** refers to corpsmembers worrying about what other corpsmembers think of them and feeling terrible about themselves.
- **Projection** refers to focusing blame on others, getting angry at staff or other corpsmembers.
- **Denial** includes dismissing the event, saying it wasn't important, or just not thinking about it.

Reaction to Social Challenge was initially operationalized with separate sets of items intended to measure participants' interactions with other corpsmembers and with staff. However, analyses of the data suggested that reacting positively and, particularly, negatively to social challenge "cut across" these two groups of social partners. Therefore two general dimensions were retained:

- **Positive Reaction to Social Challenge.**
- **Negative Reaction to Social Challenge.**

Items making up each of the scales are found in Table 9.

Psychometric Characteristics. The results of principal factor analysis support the proposed four-factor structure for the items assessing Reaction to Performance Challenge. These four scales work well as scales, with alpha coefficients ranging from .67 to .79.

Principal factor analysis results also supported the two-factor (positive versus negative) structure for Reaction to Social Challenge. The alpha for Negative Reaction to Social Challenge scales was .71; the alpha for Positive Reaction to Social Challenge was .86.

Summary of Youth Survey Scales

Table 10 lists all the scales that were developed from the Youth Survey and provides descriptive information about the measures.

Table 9

**ITEMS MEASURING CORPSMEMBER REACTION TO
PERFORMANCE CHALLENGE
(Youth Survey)**

SCALE	CORRELATION OF ITEMS TO SCALE
<i>When something bad happens to me at the corps (like having problems in class or at the worksite)...</i>	
POSITIVE (alpha=.79)	
1. I tell myself I'll do better next time.	.49
2. I try to figure out what I did wrong so that it won't happen again.	.62
3. I try to see what I did wrong.	.68
4. I try to make sure I do it right next time.	.62
ANXIETY AMPLIFICATION (alpha=.69)	
1. I get really mad at myself.	.38
2. I feel really stupid.	.52
3. I worry that the other corpsmembers will look down on me.	.47
4. I feel really terrible.	.52
PROJECTION (alpha=.73)	
1. It was probably the staff's fault.	.61
2. I get angry at the staff.	.53
3. The staff probably did not explain it well enough.	.53
DENIAL (alpha=.67)	
1. I say it wasn't important.	.48
2. I ignore it.	.46
3. I tell myself it didn't matter.	.50

Note: Response categories for all four subscales are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true. Items are averaged to compute subscale scores.

Table 9 (continued)

ITEMS MEASURING CORPSMEMBER RESPONSE TO SOCIAL CHALLENGE
(Youth Survey)

SCALE	CORRELATION OF ITEMS TO SCALE
POSITIVE (alpha=.86)	
<i>When I have a problem or argument with another corpsmember, I...</i>	
1. Think about it afterward and try to figure out what went wrong.	.53
2. Talk to the other person later about it and make sure to get it straightened out.	.71
3. Make sure it gets resolved.	.62
<i>When I have a problem or argument with the corps staff, I...</i>	
4. Think about it afterward and try to figure out what went wrong.	.58
5. Talk to the other person later about it and make sure to get it straightened out.	.75
6. Make sure it gets resolved.	.68
NEGATIVE (alpha=.71)	
<i>When I have a problem or argument with another corpsmember, I...</i>	
1. Figure it's the other person's problem.	.41
2. Don't talk to them.	.43
3. Act like it doesn't matter.	.39
<i>When I have a problem or argument with the corps staff I...</i>	
4. Figure it's the other person's problem.	.49
5. Don't talk to them.	.48
6. Act like it doesn't matter.	.48

Note: Response categories are: 1 (very rarely) to 4 (almost all of the time). Items are averaged to compute subscale scores.

Note: Response categories are: 1 (very rarely) to 4 (almost all of the time). Items are averaged to compute subscale scores.

Table 10

DESCRIPTIVE STATISTICS AND INTERNAL CONSISTENCY FOR YOUTH SURVEY SUBSCALES

Name of Scale	Number of Variables	Mean	Standard Deviation	Minimum	Maximum	Alpha	Variance Explained by First Principal Component
Interpersonal Resources							
Peer Personal Support	9	1.88	1.18	0.00	4.00	.93	66%
Peer Positive Role Model	7	1.23	0.74	0.00	3.00	.83	50%
Peer Negative Role Model	4	1.13	1.06	0.00	3.00	.90	77%
Family Personal Support	9	2.42	1.18	0.00	4.00	.94	68%
Family Positive Role Model	10	1.70	0.87	0.00	4.00	.86	46%
Family Negative Role Model	3	0.54	0.81	0.00	4.00	.84	76%
Non-Family Personal Support	9	2.35	1.18	0.00	4.00	.93	63%
Non-Family Positive Role Model	8	1.70	0.70	0.00	3.00	.81	44%
Non-Family Negative Role Model	3	1.37	1.03	0.00	3.00	.81	73%
Staff Personal Support	9	1.79	0.98	0.00	4.00	.88	51%
Staff Supportive Interactions	7	2.90	0.66	1.00	4.00	.83	50%
Staff Controlling Interactions	3	2.49	0.81	1.00	4.00	.62	57%
Staff Competence Relevance	5	2.90	0.67	1.00	4.00	.74	51%
Relatedness							
Corpsmembers	5	3.27	0.58	1.00	4.00	.68	45%
Education Staff	4	3.40	0.62	1.25	4.00	.75	58%
Self (Self-Esteem)	4	3.56	0.51	1.25	4.00	.58	46%
Work Staff	4	3.29	0.70	1.00	4.00	.78	60%
Competence - Weighted Scales							
Promote/Education	4	41.55	6.86	16.00	48.00	.49	50%
Undermine/Education	5	16.79	7.94	9.00	48.00	.73	73%
Undermine/Work	5	17.12	8.69	6.00	48.00	.62	57%

Table 10 (continued)

DESCRIPTIVE STATISTICS AND INTERNAL CONSISTENCY FOR YOUTH SURVEY SUBSCALES

Name of Scale	Number of Variables	Mean	Standard Deviation	Minimum	Maximum	Alpha	Variance Explained by First Principal Component
Autonomy							
External Education	3	2.51	0.88	1.00	4.00	.71	64%
Introjected Education	3	2.24	0.89	1.00	4.00	.74	65%
Identified Education	4	3.60	0.57	1.00	4.00	.62	50%
Intrinsic Education	3	3.02	0.78	1.00	4.00	.82	74%
External Work	3	2.88	0.84	1.00	4.00	.66	60%
Introjected Work	4	2.31	0.89	1.00	4.00	.81	65%
Identified Work	3	3.67	0.50	1.33	4.00	.70	63%
Intrinsic Work	3	3.16	0.76	1.00	4.00	.81	73%
Engagement							
Emotion/ Education	5	3.32	0.62	1.20	4.00	.76	52%
Behavior/ Education	6	2.98	0.62	1.00	4.00	.82	54%
Emotion/ Work	5	3.12	0.61	1.20	4.00	.71	47%
Behavior /Work	6	2.95	0.56	1.17	4.00	.71	44%
Reaction to Performance Challenge							
Positive	4	3.32	0.70	1.00	4.00	.79	62%
Anxiety Amplification	4	1.80	0.70	1.00	4.00	.69	52%
Projection	3	2.26	0.83	1.00	4.00	.73	65%
Denial	3	2.15	0.78	1.00	4.00	.67	60%
Reaction to Social Challenge							
Positive	6	2.80	0.84	1.00	4.00	.86	58%
Negative	6	2.25	0.70	1.00	4.00	.71	41%

THE STAFF REPORT

The staff were asked to report on participants' Engagement in the program and on in-program outcomes, including their Reaction to Challenge and several single-item measures of performance that included a corpsmember's chances of Making It in the corps and whether a corpsmember had ever Received Recognition, been Promoted or been Docked Pay.

Engagement

Crew leaders and education staff were asked to assess the engagement of each corpsmember with whom they worked. Crew leaders assessed participants' engagement in the work setting, while education staff assessed engagement in educational activities. Engagement was assessed along the same two dimensions the youth themselves evaluated: Emotional Engagement and Behavioral Engagement. Items used to assess each of these four scales (emotional and behavioral engagement in each setting) are found in Table 11.

Psychometric Characteristics. Separate principal factor analyses were conducted for each of the Engagement scales in each setting. The results support a single-factor structure for each. Internal consistency of the two Behavioral Engagement scales (alphas greater than .90) was greater than for the two Emotional Engagement scales ($\alpha = .74$ for education and .67 for work).

Reaction to Challenge

Crew leaders and education staff were also asked to assess how each corpsmember they worked with reacted to challenge. Staff were asked how the corpsmember reacted "when he/she makes a mistake or is challenged by a staff member." The items are in Table 11.

Psychometric Characteristics. While a principal factor analysis of our items indicated the possibility of two factors—a negative reaction and positive reaction—they were not clearly distinct. The negative responses (e.g., blaming or getting angry at the staff member) loaded on both factors.⁵ Therefore, we chose a single-factor solution. Further item refinement may help to uncover more dimensions. This single factor—labeled Constructive Reaction to Challenge—explained most of the total item variance in both the education and work settings.

As with other constructs, these scales were examined separately for education and work staff. The alpha for the education staff's assessment was .92 and the alpha for the work staff's assessment was .84. The correlation between the education staff's and the work staff's assessments was .47.

The staff-assessed youth scales are summarized in Table 12.

⁵The items we used to elicit a corpsmember's negative reactions to challenge may not have adequately tapped all aspects of negative response, including anxiety amplification, denial and projection.

Table 11

**ITEMS ASSESSING ENGAGEMENT & PERFORMANCE
(Staff Report)**

SCALE		CORRELATION OF ITEMS TO SCALE	
EMOTIONAL ENGAGEMENT (alpha=.74, education staff; .67, crew leaders)			
		Education Staff	Crew Leaders
1.	Happy	.63	.46
*2.	Angry	.50	.56
*3.	Bored	.59	.46
<i>NOTE: Items marked with an asterisk (*) are reverse-coded. Response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true. Score is mean of the 3 items.</i>			
BEHAVIORAL ENGAGEMENT (alpha=.94, education staff; .91, crew leaders)			
1.	Does more than is required	.86	.82
2.	Stays focused on the task at hand	.87	.82
3.	Puts out a lot of effort	.91	.84
<i>NOTE: Response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true. Score is mean of the 3 items.</i>			
CONSTRUCTIVE REACTION TO CHALLENGE (alpha=.92, education staff; .84, crew leaders)			
1.	Tries to see what went wrong and fix it.	.76	.82
2.	Tries hard not to have the same thing happen again.	.75	.83
3.	Learns from the experience.	.80	.83
*4.	Tries to say it wasn't important.	.76	.84
*5.	Says it was the staff member's fault.	.76	.83
*6.	Gets angry at the staff member.	.75	.83
<i>NOTE: Items marked with an asterisk (*) are reverse-coded. Response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true. Score is mean of the 6 items.</i>			

Table 11 (continued)

**ITEMS ASSESSING ENGAGEMENT & PERFORMANCE
(Staff Report)**

**SINGLE ITEMS ASSESSING PERFORMANCE (RESPONSE CATEGORIES AS NOTED IN
BRACKETS)**

1. Has this corpsmember received any special recognition or awards? {yes/no}
2. Has this corpsmember been promoted at the corps? {yes/no}
3. Has this corpsmember's wages ever been docked? {yes/no}
4. Overall, what is your prediction about this corpsmember's likelihood of making it through the corps program?
{1) Less than 50-50% chance, 2) About 50-50% chance, 3) About 75% chance, 4) Better than 90% chance}

Table 12

DESCRIPTIVE STATISTICS AND INTERNAL CONSISTENCY FOR STAFF REPORT SUBSCALES

Name of Scale	Number of Items	Mean	Standard Deviation	Minimum	Maximum	Alpha	Variance Explained by First Principal Component
EDUCATION SETTING							
Engagement							
Emotional Engagement	3	3.09	0.66	1.33	4.00	.74	66%
Behavioral Engagement	3	2.76	0.97	1.00	4.00	.94	90%
Constructive Reaction to Challenge	6	2.94	0.74	1.00	4.00	.92	71%
WORK SETTING							
Engagement							
Emotional Engagement	3	3.20	0.62	1.33	4.00	.67	60%
Behavioral Engagement	3	3.01	0.79	1.00	4.00	.91	85%
Constructive Reaction to Challenge	6	3.14	0.68	1.00	4.00	.84	58%

THE STAFF SURVEY

The measures included in the URCAP Staff Survey fall into three main categories:

- What staff bring to the program;
- Key perceptions of the workplace (such as its culture and climate and support from the director); and
- The staff's work attitudes and performance.

Many of the specific constructs we use closely match the measures used to assess teacher attitudes and behaviors in urban and suburban schools developed by Connell and his colleagues (Pierson and Connell, 1995).

What the Staff Bring to the Program

Two developmentally oriented staff measures explored in URCAP were the staff's Orientation to Youth and the staff's Perceived Strategies for Job Success. The staff's Orientation to Youth refers to their beliefs about how likely corpsmembers are to succeed. Staff's Perceived Strategies for Job Success refers to their beliefs about what it takes to do well in their job.

Orientation Toward Youth

Staff's orientation toward youth is expected to influence the manner in which staff interact with corpsmembers. Advisors to the project suggested that three dimensions of staff orientation toward youth are especially important:

- **Optimistic View** assesses staff's optimism about the ability of corpsmembers to be successful;
- **Pessimistic View** assesses staff's pessimism about the ability of corpsmembers to be successful; and
- **Quick Judgments** assesses staff's inclination to make and rely on initial judgments about corpsmembers' ability to make it in the corps.

The items intended to measure Optimistic View did not correlate as expected and are not shown here. Items tapping the other two dimensions are shown in Table 13.

Psychometric Characteristics. Exploratory factor analyses indicated that Pessimistic View and Quick Judgments are two distinct dimensions of staff's attitudes toward corpsmembers. Separate principal factor analyses support a single-factor structure for each dimension. However, the internal consistencies of these scales are marginal. The coefficient alpha for Pessimistic View is .59, while the alpha for Quick Judgments is .64. Clearly, additional work is needed to develop better indicators of these important dimensions of staff attitudes.

Table 13
ITEMS ASSESSING STAFF ORIENTATION TOWARD YOUTH
(Staff Survey)

SCALE	CORRELATION OF ITEMS TO SCALE
PESSIMISTIC VIEW (alpha=.59)	
1. Some corpsmembers walk in the door with three strikes against them.	.39
2. There are some corpsmembers who just aren't going to make it.	.45
3. Some corpsmembers have been dealt so bad a hand they just can't win.	.40
4. It's usually too late to help a corpsmember once they have begun committing crimes.	.27
<i>NOTE: Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.</i>	
QUICK TO JUDGE (alpha=.64)	
1. I can usually size up a corpsmember's potential when I first meet him/her.	.44
2. You can usually tell whether or not a corpsmember is going to make it in the corps right off the bat.	.53
3. The best way to know how a corpsmember is going to work out is their initial attitude.	.43
*4. First impressions of corpsmember can be really misleading.	.30
<i>NOTE: Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.</i>	

Perceived Strategies for Job Success

As with the Youth Survey, we attempted to apply the Skinner et al. measurement framework to staff members' perceptions of their competence in doing their job. This framework separates beliefs about control over outcomes, strategies for achieving outcomes and capacities to execute those strategies. Strategies and capacities in five areas were explored: *unknown* (I don't know what it takes); *powerful others* (other people control what happens); *luck* (I'll need to get a break); *effort* (hard work makes the difference); and *ability* (personal attributes are what matters). Unfortunately, the more severe space constraints of the Staff Survey limited the number of items that could be included. Thus, each of the five subdimensions was represented by fewer items—and some were represented by only one or two items.

The measures we hoped to develop were:

- **Work Promoting Beliefs**, which refers to positive beliefs about one's own ability to do well on the job—including believing in one's own ability and effort; and
- **Work Undermining Beliefs**, which refers to negative beliefs about one's own ability to do well on the job—including not knowing what to do, or believing that powerful others or luck governs one's fate.

Preliminary analyses of the data revealed that most of these items did not show sufficient variability and/or the expected inter-item correlation to justify using them.

Psychometric Characteristics. Analysis of the remaining items indicated that two dimensions of control strategy did work to some degree. They were:

- **Unknown Control Strategies**, which indicates that the staff member does not know what it takes to do well on the job; and
- **External Control Strategies**, which indicates that the staff member believes powerful others and luck control whether one does well on the job.

Items making up each of these scales are found in Table 14.

Coefficient alpha values for these two scales were: .61 for Unknown Strategies and .60 for External Strategies.

Key Perceptions of the Corps Workplace

The main dimensions of the corps workplace we asked staff to assess in the URCAP Staff Survey were the nature of Organizational Supports (in other words, the climate of the organization), and their Perceived Relatedness to others in the corps.

Table 14

**ITEMS ASSESSING PERCEIVED CONTROL STRATEGIES
(Staff Survey)**

SCALE	CORRELATION OF ITEMS TO SCALE
UNKNOWN CONTROL STRATEGY (alpha=.61)	
1. When it comes to doing this job, I'm not sure what it takes.	.45
2. I don't know what it takes for me to do well at work.	.45
<i>NOTE: Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.</i>	
EXTERNAL CONTROL STRATEGY (alpha=.60)	
1. If I lose this job, it's because I didn't get any breaks.	.45
2. For me to do my job well, other people have to stay out of the way.	.30
3. When I have trouble doing my job, it's because my supervisor doesn't like me.	.37
4. For me to do my job well, I have to get my supervisor to like me.	.37
5. When I have trouble doing my job, it's because other people keep messing me up.	.42
<i>NOTE: Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.</i>	

Organizational Support

The Staff Survey contained a number of items designed to tap staff perceptions of their work environment, i.e., the organizational support available within the corps. The initial factors related to organizational climate include:

- **Collective Engagement** refers to staff perceptions of how engaged they and their colleagues are in their work;
- **Clear Staff Expectations** refers to whether expectations for staff behavior toward corpsmembers are clear and consistently applied;
- **Just Reward System** refers to staff perceptions of whether "what wins (and loses) points" for staff members at the corps is legitimate;
- **Shared Goals and Policies** refers to how consensually validated the corps' policies are among the staff;
- **Mutual Involvement and Support** refers to the levels of collegiality, sharing of resources, collective knowledge and willingness to collaborate;
- **Individual Responsibility** refers to staff perceptions of others' willingness to do what is necessary (not just required) to meet corps goals and accept responsibility for failure;
- **Director Involvement with Staff** refers to staff perceptions of the director's knowledge about, time spent with, and emotional tone toward the staff; and
- **Personal Support from the Director** refers to the staff member's individual experience with the director.

Although the measures were intended to tap each of these eight dimensions, the psychometric analysis revealed a somewhat different factor structure than was hypothesized.

Psychometric Characteristics. URCAP included items tapping many different aspects of organizational climate. Initial factor analyses revealed single-factor structures for Mutual Involvement and Support, Just Reward System, Director Involvement with Staff and Personal Support from the Director. We also found that the items tapping Collective Engagement and Individual Responsibility clustered together along one factor, as did the items tapping Shared Goals and Policies and Clear Staff Expectations.

The internal consistency of these scales is fairly good; the alpha coefficient for all the scales exceeded .77. Intercorrelations among the organizational scales, however, were high, ranging from .55 to .80. These high intercorrelations suggest the need for further refinement.

The items for these scales are found in Table 15.

Perceived Relatedness

Similar to the measures developed for youth, URCAP includes items expected to tap the quality of emotional relationships between staff and other members of the corps community. Specifically, these items were expected to assess staff's emotional reactions:

- To **corpsmembers**;
- To **other staff members**; and
- To **their supervisors**.

Items used to assess each process are included in Table 16.

Psychometric Characteristics. Alpha values for these Perceived Relatedness scales are: Corpsmembers, .79; Staff, .83; Supervisors, .89. Principal factor analyses support single-factor structures for each of these Relatedness scales. However, intercorrelations among the three scales were high, ranging from .52 to .65. These high intercorrelations suggest that further work is needed to refine these measures.

Work Attitudes and Performance

The two work performance and attitude dimensions we asked staff to assess are Engagement and Reaction to Challenge. We measured staff's Engagement in work because we hypothesize that more engaged workers perform better. We measured the staff's Reaction to Challenge (from corpsmembers, from other staff, from their supervisor, from faulty corps policies) because staff model for the corpsmembers appropriate ways of dealing with challenge through their own behavior.

Staff Engagement

The engagement measure we tested for the staff was similar to that used for the corpsmembers. We expected two scales:

- **Behavioral Engagement**, which refers to the degree to which individuals are mentally absorbed in the activity and the effort they put forth; and
- **Emotional Engagement**, which refers to the types of feelings experienced while in a setting.

However, because of the need to shorten the instrument, only half as many items were used to tap the construct as were used for corpsmembers.

Table 15

**ITEMS ASSESSING ORGANIZATIONAL SUPPORT
(Staff Survey)**

SCALE	CORRELATION OF ITEMS TO SCALE
COLLECTIVE ENGAGEMENT (alpha=.84)	
1. In this corps, staff members accept responsibility for their failures.	.64
2. In this corps, staff members step up and do whatever is needed.	.48
3. In this corps, individual staff members will do whatever is needed to achieve corps goals.	.58
*4. In this corps, staff are not willing to put themselves on the line when there is a tough decision to make.	.48
*5. Staff are more willing to accept credit when things go right than to take the blame when things go wrong.	.56
*6. Problems at the corps don't get solved because staff tend to cover up their mistakes.	.59
*7. In this corps, staff members give up when they don't see results right away.	.66
8. In this corps, staff members do not give up, even when things go wrong.	.38
9. In this corps, staff members look for better ways to help young people succeed.	.44
*10. Staff are more concerned with getting through the work each day than with long-term goals for corpsmembers.	.61
<i>NOTE: Items marked with an asterisk (*) are reverse-coded. Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.</i>	
MUTUAL SUPPORT & INVOLVEMENT (alpha=.84)	
1. The staff here work well together.	.65
2. The staff here help each other when there are difficulties.	.72
3. Staff members here can depend on each other.	.67
*4. Staff don't seem to know much about what happens outside their own crew or classroom.	.61
*5. Staff don't consult one another about what's going on with corpsmembers.	.63

NOTE: Items marked with an asterisk () are reverse-coded. Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.*

Table 15 (continued)

**ITEMS ASSESSING ORGANIZATIONAL SUPPORT
(Staff Survey)**

SCALE	CORRELATION OF ITEMS TO SCALE
STAFF POLICY AND PRACTICE CONSENSUS (alpha=.85)	
1. Education staff are clear about what is expected of them as teachers.	.38
2. Staff clearly understand what is expected of them as supervisors on the worksite.	.56
3. Staff are clear about what is expected of them as coworkers or colleagues.	.64
4. Staff are clear about what is expected of them in how they interact with corpsmembers.	.61
5. Staff here agree about what young people need in order to succeed when they leave the corps.	.50
6. In this corps, staff know the rules and procedures for dealing with discipline problems.	.65
7. No matter who on the staff a corpsmember is working with, the consequences for breaking a rule are the same.	.61
*8. There is not much agreement among staff about the goals of the corps.	.50
*9. Staff here disagree about whether work or education is more important for corpsmembers.	.55
*10. The policies about work and education in this corps don't fit together well.	.60
NOTE: Items marked with an asterisk (*) are reverse-coded. Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.	
DIRECTOR INVOLVEMENT (alpha=.82)	
*1. The director does not seem to enjoy spending time with the staff.	.79
*2. The director isolates him/herself from the rest of the staff.	.71
3. The director here knows the staff very well.	.56

NOTE: Items marked with an asterisk (*) are reverse-coded. Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.

Table 15 (continued)

ITEMS ASSESSING ORGANIZATIONAL SUPPORT
(Staff Survey)

SCALE	CORRELATION OF ITEMS TO SCALE
EQUITABLE REWARD STRUCTURES (alpha=.78)	
1. Staff are recognized for the contributions they make to the corps.	.48
*2. More attention is given when staff make mistakes than when they do something well.	.54
*3. There are some staff members who don't get noticed no matter how good a job they do.	.67
*4. There is not enough positive feedback to the staff who are doing a good job.	.69
NOTE: Items marked with an asterisk (*) are reverse-coded. Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.	
PERSONAL SUPPORT FROM DIRECTOR (alpha=.80)	
1. I get the support I need for dealing with discipline problems from the director.	.58
2. The director supports me in doing new things I might want to try at the corps.	.61
3. The director values my opinion.	.69
*4. The director does not have confidence in my ability to teach/run a crew.	.55

NOTE: Items marked with an asterisk (*) are reverse-coded. Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.

Table 16

ITEMS ASSESSING STAFF RELATEDNESS
(Staff Survey)

SCALE		CORRELATION OF ITEMS TO SCALE
RELATEDNESS TO CORPSMEMBERS (alpha=.79)		
<i>When I'm with corpsmembers, I feel:</i>		
1.	Important	.34
2.	Excited	.45
3.	Worthwhile	.57
4.	Involved	.56
5.	Respected	.61
*6.	Detached	.48
*7.	Discouraged	.53
*8.	Bored	.51
*9.	Angry	.38

NOTE: Items marked with an asterisk (*) are reverse-coded. Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.

RELATEDNESS TO STAFF MEMBERS (alpha=.83)

<i>When I'm with other staff members, I feel:</i>		
1.	Important	.45
2.	Excited	.45
3.	Worthwhile	.62
4.	Involved	.58
5.	Respected	.66
*6.	Detached	.54
*7.	Discouraged	.54
*8.	Bored	.54
*9.	Angry	.47

NOTE: Items marked with an asterisk (*) are reverse-coded. Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.

Table 16 (continued)

ITEMS ASSESSING STAFF RELATEDNESS
(Staff Survey)

SCALE	CORRELATION OF ITEMS TO SCALE
RELATEDNESS TO SUPERVISOR (alpha=.89)	
<i>When I'm with my supervisor, I feel:</i>	
1. Important	.65
2. Excited	.55
3. Worthwhile	.69
4. Involved	.73
5. Respected	.81
*6. Detached	.67
*7. Discouraged	.64
*8. Bored	.68
*9. Angry	.54

NOTE: Items marked with an asterisk (*) are reverse-coded. Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.

Psychometric Characteristics. The limited number of items may explain why only a single composite variable was indicated by principal factor analysis—unlike the two-scale youth engagement construct. The staff engagement measure appears to tap disengagement more than positive engagement. Items making up each of the scales are found in Table 17.

The coefficient alpha on the composite scale was .61, and it accounted for 48 percent of the total item variance. The scale could probably be improved with the addition of more items.

Staff Reaction to Challenge

URCAP taps into the staff members' reaction to challenge from four areas: conflicts with corpsmembers, with supervisors, with other staff members and with corps policies. Psychometric analyses focused on generating appropriate dimensions in each of these areas.

The resulting five scales are:

- **Reaction to Challenge from Corpsmembers,**
- **Positive Reaction to Challenge from Supervisors,**
- **Compliant Reaction to Challenge from Supervisors,**
- **Reaction to Challenge from Other Staff Members, and**
- **Reaction to Challenge from Faulty Policies.**

Items used to assess reactions to challenge are included in Table 18.

Psychometric Characteristics. Separate principal factor analysis on the URCAP Reaction to Challenge items within each of the four sources indicated a one-factor solution for the Reaction to Challenge from Corpsmembers, from Other Staff Members and from Faulty Policies. Each single factor explained between 40 percent (Faulty Policies) to 43 percent (Corpsmembers) of the total item variance. On the other hand, two factors emerged from the Reaction to Challenge from Supervisors—Positive Reaction to Challenge and Compliant Reaction to Challenge.

However, the alpha values were low for two of the Reaction to Challenge scales (.51 for Reaction to Challenge from Corpsmembers, and .52 for Compliant Reaction to Challenge from Supervisors). The alpha values for the other three scales exceed .60, and range to .77.

More work should probably be done with these scales. Further work on the Reaction to Challenge from Corpsmembers measure may be especially important because the staff model most strongly in their direct interactions with youth.⁶

⁶Originally, the scale was designed to include eight items. Half the items did not correlate as we expected. The faulty items included: "Say what I think, then end the discussion"; "Think about it afterward and try to figure out what went wrong"; "Just let it go by"; "Stick with my position at all costs."

Table 17
ITEMS ASSESSING STAFF ENGAGEMENT
(Staff Survey)

SCALE	CORRELATION OF ITEMS TO SCALE
BEHAVIORAL AND EMOTIONAL ENGAGEMENT (alpha=.61)	
*1. My mind wanders a lot when I am at work.	.20
2. When I get up in the morning, I look forward to coming to work at the corps.	.43
*3. Time goes by very slowly at work.	.54
*4. When I'm at work I just feel like I'm going through the motions.	.43

NOTE: Items marked with an asterisk () are reverse-coded. Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.*

Table 18

**ITEMS ASSESSING STAFF REACTION TO CHALLENGE
(Staff Survey)**

SCALE	CORRELATION OF ITEMS TO SCALE
REACTION TO CHALLENGE FROM CORPSMEMBER (alpha=.51)	
<i>When a corpsmember has a problem with something I ask him or her to do, I:</i>	
1. Find out why the corpsmember thinks there is a "problem."	.23
2. Inform the corpsmember of the consequences of his/her behavior and follow through if necessary.	.23
3. Do anything I can to calm the corpsmember down.	.28
4. Talk to the corpsmember after the incident and make sure it gets straightened out.	.52

NOTE: Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.

REACTION TO CHALLENGE FROM OTHER STAFF (alpha=.77)

When I don't like the way another staff member/supervisor is dealing with a corpsmember, I:

*1. Figure that person's supervisor will deal with it.	.45
*2. Know I won't have time to discuss it thoroughly so just leave it alone.	.52
3. Talk to a supervisor about it.	.47
4. Ask the staff member to explain his or her reasons for the behavior.	.48
*5. Believe I have more important things to worry about and don't do anything.	.45
6. Make sure I talk to the person as soon as possible and follow up to see that it's resolved.	.59
*7. Figure it's just a difference in style and therefore don't interfere.	.51

NOTE: Items marked with an asterisk (*) are reverse-coded. Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.

Table 18 (continued)

ITEMS ASSESSING STAFF REACTION TO CHALLENGE
(Staff Survey)

SCALE	CORRELATION OF ITEMS TO SCALE
REACTION TO CHALLENGE FROM SUPERVISOR (alpha=.66)	
<i>When I have a disagreement with my supervisor about the way I do my job:</i>	
*1. I listen to what he/she has to say, but then go ahead and do what I think is the right thing to do.	.33
2. We discuss the matter and come up with a mutually acceptable decision.	.61
*3. There is never time to really get down to the issues, so nothing gets resolved.	.49
4. We discuss the issue in a staff meeting and a consensus is reached.	.39

NOTE: Items marked with an asterisk (*) are reverse-coded. Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.

COMPLIANT REACTION TO CHALLENGE FROM SUPERVISOR (alpha=.52)

When I have a disagreement with my supervisor about the way I do my job:

- | | |
|---|-----|
| 1. There is nothing for me to do except go along with his/her orders. | .36 |
| 2. We discuss the matter fully, then my supervisor makes a decision that I have to go along with. | .36 |

NOTE: Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.

Table 18 (continued)

ITEMS ASSESSING STAFF REACTION TO CHALLENGE
(Staff Survey)

SCALE	CORRELATION OF ITEMS TO SCALE
REACTION TO CHALLENGE FROM FAULTY POLICY (alpha=.62)	
<i>If there is something about the way the corps operates that I think isn't good for the corpsmembers, I:</i>	
*1. Talk about it to my supervisor, then let it go.	.33
2. Do what I have to to make sure it gets changed.	.40
*3. Figure the director must have some reason for doing it that way and don't get involved.	.39
4. Come up with alternative suggestions and share them with staff and supervisors at staff meetings.	.26
*5. Just focus on my own work and go along with the policy.	.51

NOTE: Items marked with an asterisk (*) are reverse-coded. Score is mean of items in table, and response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true.

Other Staff Characteristics

We also attempted to measure two other sets of staff behaviors and beliefs—the *relative emphasis staff members place on achieving major goals of the urban corps*, and the *relative emphasis staff place on providing corpsmembers with autonomy, clear structure, and personal involvement*. The first set of items attempted to assess staff emphasis on in-program goals (independence, social integration and technical skills), "culminating" goals (life skills, educational certification/readiness, and occupational readiness), and interpersonal versus career needs. The second set attempted to assess the emphasis staff place on letting corpsmembers do things for themselves, providing clear rules and expectations, and spending time with the corpsmembers. Because we feared a strong social desirability bias in these responses, we forced staff to rank-order each set of items. This response format did not yield acceptable results. Neither set of resulting measures achieved standard criteria for reliability and validity, and therefore are not included here. Improved measures of these constructs need to be developed.

To recap, Table 19 lists all the scales that were developed from the Staff Survey and provides descriptive information about the measures.

THE DIRECTOR'S REPORT

The Director's Report was designed to provide an external assessment of individual staff performance and engagement. Thus, the director's perspective can be used to validate the Staff Survey items. We hypothesized that these staff performance and engagement measures will link to staff members' own reports of their engagement, beliefs about themselves and youth, and their experience of the organizational supports provided by the corps and the director.

Included in the assessments of staff performance are:

- **Meeting Corps Goals**, which assesses whether staff fell short of, met or exceeded their standards for various goals of the corps on a composite of three stated goals of the urban corps for their participants: building teamwork and a sense of community; conveying work, education and life skills; and building self-confidence and strong work and education values; and
- **Interpersonal Support of Corpsmembers**, which measures the director's assessment of the staff member's effectiveness in providing interpersonal supports to the corpsmembers—specifically, encouraging autonomy, exhibiting fair and consistent treatment of corpsmembers, dedicating psychological resources, and providing competent and relevant instruction.

Table 19

DESCRIPTIVE STATISTICS AND INTERNAL CONSISTENCY FOR STAFF SURVEY SUBSCALES

Name of Scale	Number of Items	Mean	Standard Deviation	Minimum	Maximum	Alpha	Variance Explained by First Principal Component
Engagement							
Behavioral and Emotional Engagement	4	3.45	0.48	2.00	4.00	0.61	48%
Reaction to Challenge							
Engaged Reaction to Challenge from Corpsmembers	4	3.51	0.39	2.50	4.00	0.51	43%
Engaged Reaction to Challenge from Supervisor	4	3.16	0.61	1.25	4.00	0.66	51%
Compliant Reaction to Challenge from Supervisor	2	2.28	0.77	1.00	4.00	0.52	68%
Engaged Reaction to Challenge from Faulty Policy	5	2.99	0.54	1.80	4.00	0.62	40%
Engaged Reaction to Challenge from Other Staff	8	3.03	0.59	1.50	4.00	0.77	43%
Relatedness							
Corpsmembers	9	3.50	0.42	2.02	4.00	0.79	40%
Supervisor	9	3.43	0.56	1.22	4.00	0.89	56%
Staff Members	9	3.42	0.50	2.05	4.00	0.83	43%
Control Strategies							
External	5	1.48	0.43	1.00	3.00	0.60	41%
Unknown	2	1.27	0.45	1.00	3.00	0.61	72%
Views of Youth							
Pessimistic View	4	2.13	0.62	1.00	4.00	0.59	45%
Quick to Judge	4	2.13	0.58	1.00	3.50	0.64	49%
Organizational Supports							
Collective Engagement	10	3.20	0.54	1.40	4.00	0.84	43%
Mutual Support & Involvement	5	3.28	0.60	1.40	4.00	0.84	63%
Staff Policy & Practice Consensus	10	3.32	0.53	1.70	4.00	0.85	44%
Equitable Reward Structures	4	2.94	0.72	1.25	4.00	0.78	61%
Director Involvement	3	3.39	0.76	1.00	4.00	0.82	74%
Personal Support from Director	4	3.56	0.56	1.00	4.00	0.80	62%

Engagement measures include:

- **Staff Member Behavioral and Emotional Engagement;** and
- **Reaction to Challenge**, which assesses a staff member's effectiveness in problem-solving with corpsmembers, other staff and the director.

The items used in these scales are found in Table 20.

Psychometric Characteristics. Separate principal factor analyses confirmed the single-factor structure for four of the dimensions. Coefficient alpha values were .94 for Meeting Corps Goals, .73 for Interpersonal Support, .95 for Staff Behavioral and Emotional Engagement and .92 for Reaction to Challenge. All of the director-assessed measures are highly correlated ($r > .56$).

The strong correlations among the various director-assessed measures might indicate either that directors did not make multidimensional assessments of their staff for this survey but rather provided us with a generalized sense that the staff member is doing a good or bad job, or that URCAP's items were unable to measure these finer-grained dimensions. However, additional exploratory factor analysis did not reveal a different factor structure.

Summary of Director's Report Scales

To recap, Table 21 lists all the scales that were developed from the Director's Report. It provides descriptive information on the measures.

Table 20

DIRECTOR'S REPORT

SCALE	CORRELATION OF ITEMS TO SCALE
STAFF MEMBER PERFORMANCE: MEETING CORPS GOALS (alpha=.94)	
1. Finds ways of getting new corpsmembers to "fit in" and be positively engaged with the corps community.	.80
2. Gets corpsmembers to internalize and adhere to corps rules and regulations.	.83
3. Builds teamwork among corpsmembers.	.86
4. Contributes to corpsmembers' capacity to show respect to and gain respect from corpsmembers and other staff.	.90
5. Develops corpsmembers' abilities to work independently.	.85
6. Conveys to corpsmembers confidence in their capacity to achieve work and education goals.	.81
7. Helps corpsmembers make decisions thoughtfully (with short- and long-term consequences in mind).	.86
8. Conveys to corpsmembers the value of work and education for future well-being and success.	.85

NOTE: Response categories are: 1) Falls well below my standard, 2) Falls just below my standard, 3) Meets but does not exceed my standard, 4) Exceeds my standard in his/her work. Score is mean of 8 items.

STAFF MEMBER PERFORMANCE: INTERPERSONAL SUPPORT OF CORPMEMBERS (alpha=.73)

1. Helps us decide things for ourselves.	.83
*2. Isn't someone we feel we can go to when we need to talk.	.71
3. Really cares about how well we do in the corps.	.73
4. Teaches us skills that we can use.	.73

NOTE: Response categories are: 1) Not true at all, 2) Not very true, 3) Sort of true, 4) Very true. Items marked with an asterisk (*) are reverse-coded. Score is mean of 4 items.

Table 20 (continued)

DIRECTOR'S REPORT

SCALE	CORRELATION OF ITEMS TO SCALE
STAFF MEMBER BEHAVIORAL AND EMOTIONAL ENGAGEMENT (alpha=.95)	
*1. Doesn't put much effort into the job.	.89
*2. Seems to just go through the motions.	.90
*3. Tries to take the easy way out.	.80
*4. Bored	.87
5. Interested	.80
6. Upbeat	.83
*7. Uninvolved	.84
*8. Detached	.86
9. Excited	.76
*10. Down	.81
11. Confident	.73

NOTE: Response categories range from 1 (Very rarely) to 4 (Almost all of the time). Items marked with an asterisk (*) are reverse-coded. Score is mean of 11 items.

STAFF MEMBER REACTION TO CHALLENGE (alpha=.92)

1. Comes up with innovative and sensible ways to solve problems he/she encounters with corpsmembers.	.75
2. Comes up with innovative and sensible ways to solve problems he/she encounters with other staff.	.80
3. Comes up with innovative and sensible ways to solve problems he/she encounters with me.	.75
*4. Tends to ignore or have trouble dealing with conflicts he/she has with corpsmembers.	.78
*5. Tends to ignore or have trouble dealing with conflicts he/she has with other staff.	.79
*6. Tends to ignore or have trouble dealing with conflicts he/she has with me.	.82

NOTE: Response categories range from 1 (Very rarely) to 4 (Almost all of the time). Items marked with an asterisk (*) are reverse-coded. Score is mean of 6 items.

Table 21

DESCRIPTIVE STATISTICS AND INTERNAL CONSISTENCY FOR DIRECTOR SURVEY SUBSCALES

Name of Scale	Number of Items	Mean	Standard Deviation	Minimum	Maximum	Alpha	Variance Explained by First Principal Component
Performance (Staff Member)							
Meeting Corps Goals	8	3.03	0.61	1.00	4.00	0.94	71%
Interpersonal Support of Corpsmembers	4	3.23	0.62	1.00	4.00	0.73	56%
Engagement (Staff Member)							
Behavioral & Emotional Engagement	11	3.29	0.60	1.00	4.00	0.95	68%
Reaction to Challenge (Staff Member)							
Reaction to Challenge	6	3.03	0.67	1.00	4.00	0.92	73%

IV. SUCCESSFUL MEASURES AND THEIR VALIDITY

The measurement development done for URCAP was a first step in designing measures that take a more developmental approach to assessing youth programming. Many of the measures had been tested in other settings—most often in urban schools—but this was the first time they had been fielded in a program setting and on older youth. Thus, it is not surprising that some of the measures still need additional refinement. However, many scales fielded in URCAP did show good reliability—i.e., internal consistency of .70 or higher. Tables B3 through B20 present these successful scales.

To understand these scales better, we examined how they related to one another. If a scale measured the dimension we expected (in technical terms, if it is a **valid** measure), the scale should correlate with other scales as hypothesized based on a theoretical model of youth development and youth programming developed by P/PV (Connell, 1994; Connell et al., 1995a). This model posits that (1) the characteristics the participants bring to the program—their backgrounds, interpersonal supports, attitudes and beliefs—influence how they experience the program and what they get out of it; and (2) the supports and opportunities the program provides will lead to change in the participants.

Appendix B tables present the bivariate correlations among these scales. In the text, we discuss only the most important of these correlations, as well as the absence of expected relationships. Below, we discuss the validity of the youth and staff measures separately.

YOUTH MEASURES

As shown in Table 22, the participant dimensions showing good reliability were: *interpersonal supports from friends, family and non-familial adults; interpersonal resources from the staff; youth's relatedness to the staff; their sense of autonomy in the program; their level of engagement; their reaction to challenge; and some traditional in-program outcomes*. We expected that the interpersonal supports experienced by youth outside the program would influence their experience of the corps. We also hypothesized that youth's experience of the program—as measured by the support they receive from staff, and their beliefs about their autonomy and relatedness in the program—would directly affect their level of engagement in the program and their outcomes—both traditional in-program outcomes and more developmental outcomes, such as reaction to challenge. In this section, we discuss whether these expected correlations were observed in our sample.

Interpersonal Supports from Family, Peers and Non-Familial Adults. Intercorrelations among the Interpersonal Support scales (Appendix Table B3) show that Familial and Non-Familial Personal Support and Non-Familial Positive Role Model scales were all positively correlated with Relatedness to Education Staff. The scales of interpersonal support from the three non-program sources (peers, family, non-family adults) were also somewhat positively related with corpsmembers' Engagement.

Table 22

SUCCESSFUL YOUTH MEASURES

Youth-Assessed

Interpersonal Resources Outside the Program

Personal Support from:

Family

Peers

Non-familial adults

Positive Role Models from:

Family

Peers

Non-familial

Negative Role Models from:

Family

Peers

Nonfamilial

Undermining Competence Beliefs in Education

Interpersonal Resources in the Program

Personal Support from Staff

Competence/Relevance of Staff

Staff Supportive Interactions

Relatedness to Education Staff

Relatedness to Work Staff

Autonomy

External/Education

Introjected/Education

Intrinsic/Education

Introjected/Work

Identified/Work

Intrinsic/Work

Engagement

Emotional/Education

Behavioral/Education

Emotional/Work

Behavioral/Work

Table 22 (continued)

SUCCESSFUL YOUTH MEASURES

Reaction to Performance Challenge:

Positive
Anxiety Amplification
Projection
Denial

Reaction to Social Challenge

Positive

Staff-Assessed Youth Measures

Engagement:

Emotional/Education
Behavioral/Education
Behavioral/Work

Reaction to Challenge:

Constructive Reaction to Challenge/Education
Constructive Reaction to Challenge/Work

Competence. Only one youth competence measure currently meets the internal reliability criteria of .70, Undermine/Education. This measure did relate to a youth's experience of the program as expected. Undermining competence belief about getting one's education, Undermine/Education, was negatively associated with the youth's measured Emotional Engagement ($r = -.43$) and Behavioral Engagement ($r = -.14$).

Staff Interpersonal Support and Supportive Interactions. As hypothesized, Interpersonal Support from Staff was positively correlated with Relatedness to Work and Education Staff measures. Similarly, it was positively correlated with Engagement (both work engagement scales and the emotional education engagement scale). Conversely, the Controlling Interactions scale was negatively correlated with Relatedness to Work and Education Staff and Emotional Engagement as expected; it was not, however, correlated with Behavioral Engagement.

Autonomy. Within each setting (work and education), the pattern of intercorrelations of the four Autonomy scales reflected the increasing autonomy measured by each component. (See Appendix Table B7.) In other words, the Intrinsic scale was more highly correlated with the Identified scale than with the External scale. For both settings, youth's scores on the Identified and Intrinsic measures were consistently associated with their measures of Personal Support from Staff. Interestingly, each Autonomy scale from the work setting was almost always correlated ($r \geq .35$) with its corresponding scale from the education setting.

Youth-Assessed Behavioral and Emotional Engagement. We expected that corpsmembers who were more engaged would be performing better in the corps. We did find that staff-assessed Engagement scales in both domains were consistently correlated with the staff's assessment of the corpsmembers' chances of Making It in the corps. Contrary to what we expected, however, the youth-assessed Engagement scales were not strongly correlated with the observable in-program outcomes (promotions, awards, suspension, docked pay). In the work setting, while Emotional Engagement was correlated with all three performance measures (.16 with Recognition, .24 with Promoted, and -.15 with Docked), only Recognition is correlated with Behavioral Engagement. In the education setting, none of the engagement variables correlated with having been recognized, promoted or docked pay. Perhaps some engaged corpsmembers had been sanctioned and some disaffected corpsmembers received promotions and/or raises.

Staff-Reported Youth Engagement. Staff's assessments of corpsmembers' engagement were correlated with youth's own assessments in the work setting, though not strongly. The correlation of the two Behavioral Engagement scales was .14, while the correlation of the two Emotional scales was .21. In the education setting, however, neither set of scales was correlated. These correlations are found in Appendix Tables B11.1 and B11.2.

However, we found that the staff-assessed Engagement scales were generally correlated as expected with the observable performance measures. In all but one case (being docked pay on the job), the Behavioral Engagement measure correlated somewhat more strongly with the

performance measures than did the Emotional Engagement measure. In both settings, Behavioral Engagement was associated with all performance measures in expected directions. The correlation was negative with Ever Docked, -.26 for work and -.56 for education; and positive with Recognition (.39 and .26) and Ever Promoted (.29 and .42).

The staff members' assessments of the corpsmembers' engagement were strongly correlated with the staff's overall assessment of the chances an individual would be successful in the corps. Again the Behavioral Engagement scales were more highly correlated with this performance measure than the Emotional Engagement scales. Behavioral Education Engagement correlated with Making It at a .80 level, while Emotional Education Engagement correlated with Making It at .62. Behavioral Work Engagement correlated with Making It at a .65 level.

Other associations between the Staff Report Engagement scales and the other Youth Study scales are listed in Appendix Tables B11.1 and B11.2.

Youth-Assessed Reaction to Challenge. Corps staff who participated in the measurement conferences indicated that improved conflict resolution strategies were an important goal of the programs. We found, as expected, that all four measures of youth-assessed engagement were correlated with these outcomes: negatively correlated with measures of Negative Reaction to Challenge (Projection, Denial and Negative Reaction to Social Challenge), and positively with Positive Reaction to Social Challenge.

Staff-Assessed Reaction to Challenge. In examining the relationship between the staff-reported Constructive Reaction to Challenge scales and the five corpsmember-assessed Reaction to Challenge scales—Positive Coping, Anxiety Amplification, Projection, Denial and Positive Reaction to Social Challenge—we found that the staff-reported scale did not correlate consistently with the youth-reported positive scales (Positive Coping and Positive Reaction to Social Challenge) but did correlate negatively with all the negative dimensions except Anxiety Amplification. Thus, perhaps, the staff-assessed scale might be better deemed a Non-negative Reaction to Challenge measure.

As hypothesized, the two staff-assessed Constructive Reaction to Challenge (on the job and in class) measures were positively associated with all performance measures in both settings, especially the staff's overall assessment of Making It in the corps.

STAFF AND ORGANIZATION MEASURES

As shown in Table 23, the attributes of the staff and the workplace that showed good reliability were *organizational support; the staff's relatedness to others in the corps; their reaction to challenge; and the director's assessment of their job performance and engagement.* We hypothesized that the more organizational support staff perceived, the more related the staff would feel toward others in the corps (corpsmembers, other staff and supervisors), the better they would react to challenge from others in the corps, the more engaged they

Table 23

SUCCESSFUL STAFF MEASURES

Staff-Assessed Measures

Organizational Supports:

- Collective Engagement and Individual Responsibility
- Mutual Involvement and Support of Staff
- Just Reward System
- Director Involvement with Staff
- Personal Support from Director
- Staff Policy and Practice Consensus
- Director Support and Involvement
- Lack of Staff Commitment

Perceived Relatedness:

- To Staff
- To Supervisors
- Positive Relatedness
- Negative Relatedness

Reaction to Challenge from Other Staff

Director-Assessed Measures

Performance:

- Meeting Corps Goal
- Interpersonal Support to Corpsmembers

Staff Behavioral and Emotional Engagement

Reaction to Challenge

would be and the better they would perform. In this section, we examine whether these relationships held in our sample. Appendix Tables B15 and B20 contain the correlations.

Organizational Support. The successful organizational support scales were all correlated as expected with the staff's relatedness to others. The Director Support scale and the Director Involvement scale were modestly correlated with Relatedness to Corpsmembers ($r=.28$ and $r=.22$, respectively). The strongest correlations were between the staff Relatedness to Supervisors and the Personal Support of the Director ($r=.72$). The other correlations range between .35 and .61.

As organizational theory would predict, the organizational support scales also correlate well with staff-reported engagement. (See Appendix Table B15.) The correlations range from .29 to .40. We also found that the staff's self-reported engagement was positively correlated with the directors' assessment of their staff's performance.⁷

The two organizational support scales that one would expect to be most related to staff's reaction to challenge from other staff—Mutual Support, and Staff Policy and Practice Consensus—are modestly correlated with them ($r=.21$ and .26).

We also found that these organizational measures were sensitive enough to vary in a statistically significant manner across corps, as seen in Table 24. More important, the expected relationship between the organizational measures and the staff's engagement held when staff's assessments were averaged across staff members within a site. In other words, over the 11 corps in which we gathered data, the rank-ordering of corps by their organizational measures was highly correlated with the rank-ordering by the staff engagement measure, with Spearman correlations equalling .60 or greater. In the four sites in which we collected data from both the youth and the staff, the rank-ordering of the corps based on any of the organizational measures was basically the same as the rank-ordering of the corps based on the corpsmembers' reported reaction to challenge (but not with corpsmembers' engagement, as had been expected).

Staff Relatedness to Others in the Corps. As we hypothesized, staff who felt more positively related to others in the corps provided corpsmembers with more interpersonal supports, were more engaged in their work and were less likely to react negatively to challenge.

Staff-Assessed Reaction to Challenge from Other Staff. The staff Reaction to Challenge scale was related to the director's assessment of their Reaction to Challenge ($r=.17$).

Director-Assessed Staff Behavioral and Emotional Engagement. One would expect more highly engaged workers to perform better. Indeed, we found that director-assessed Engage-

⁷The staff-reported Engagement scale only has an alpha of .61. However, we include it in our discussion of the organizational and staff measures because it is such a key dimension.

Table 24

**MEAN SCORES OF THE ORGANIZATIONAL SUPPORT MEASURES BY SITE
(Staff Survey)**

Site	Collective Engagement ¹	Mutual Support & Involvement ¹	Staff Policy and Practice Consensus ¹	Equitable Reward Structures ¹	Director Involvement ²	Personal Support from Director ³
A	3.0	2.9	2.9	2.3	3.2	3.3
B	2.9	2.9	3.0	2.7	3.2	3.5
C	3.3	3.3	3.2	2.9	2.8	3.2
D	3.1	3.2	3.2	2.9	3.5	3.6
E	3.2	3.4	3.3	2.4	3.5	3.5
F	3.2	3.2	3.6	3.1	3.5	3.5
G	3.3	3.6	3.4	3.3	3.6	3.6
H	3.5	3.5	3.5	3.4	3.5	3.7
I	3.6	3.6	3.7	3.3	3.7	3.8
J	3.6	3.9	3.7	3.6	4.0	3.9
K	4.0	4.0	3.9	3.3	4.0	4.0

¹F test indicates significant differences among means, $p < .001$.

²F test indicates significant differences among means, $p < .01$.

³Means are not significantly different.

ment was highly correlated with their Meeting Corps Goals assessment ($r=.76$). However, the director may be confounding his or her assessment of the staff members' engagement with their performance.

Meeting Corps Goals. As stated above and hypothesized, we did find a high correlation between staff Engagement and Meeting Corps Goals, though the high correlation could be due to the fact that the director reported on both measures.

Director-Assessed Interpersonal Support of Corpsmembers. As expected, the director's assessment of staff's Interpersonal Support to Corpsmembers was correlated, albeit only modestly, with the staff member's Positive Relatedness to others in the corps ($r=.20$).

Director-Assessed Reaction to Challenge. As expected, the director's assessment of staff's Reaction to Challenge was correlated, albeit only modestly, with the staff member's Reaction to Challenge from Supervisor ($r=.25$).

SUMMARY

The URCAP measure development work was conducted to begin to provide program operators, evaluators and researchers with measures that could assess programs' abilities to provide developmental opportunities to youth. We believe that by measuring a program from a developmental perspective, we will come to a deeper understanding of the way some programs work for youth while others do not.

Understanding a program from a developmental perspective might stimulate program operators and funders to think about the programmatic content and supports and opportunities that could be provided for youth and staff. Evaluators might also have a better gauge of program quality with which to interpret outcome variations and make programmatic recommendations. For researchers, these instruments begin to fill the gap in theory-based and field-tested measures on this population of youth.

The four URCAP instruments contained items designed to measure broad constructs. These covered the interpersonal supports experienced by the corpsmembers inside and outside the program; the corpsmembers' beliefs about their own autonomy, relatedness to others and themselves, and their own and staff's competence; the corpsmembers' reaction to challenge and their engagement in the program; the level of perceived organizational support felt by the staff; the staff's orientation to youth; the staff's beliefs about their own competence and their relatedness to others; and the staff's engagement in their work. Not all these dimensions showed optimal psychometric properties on this first attempt, but many did.

More development work should be done—refining items, adding new ones. However, many useful measures are now available.

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APPENDIX A

DESCRIPTIVE STATISTICS ON SCALE ITEMS

This appendix elaborates on the tables in Chapter III, providing descriptive statistics on all the items used in the scales. Each appendix table is numbered to correspond to the table in Chapter III on which it elaborates. For example, Table 7 presents autonomy scales and items. Appendix Table A7 presents the descriptive statistics on the autonomy items.

Table A3

DESCRIPTIVE STATISTICS FOR YOUTH SURVEY ITEMS ASSESSING INTERPERSONAL SUPPORTS

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
Personal Support, Family						
#Family, go with health concerns	2.44	1.37	0.00	4.00	.84	284
#Family, pay attention your life	2.73	1.33	0.00	4.00	.84	284
#Family, help getting job	2.01	1.48	0.00	4.00	.78	286
#Family, get on case	2.59	1.41	0.00	4.00	.79	287
#Family, praise you	2.44	1.43	0.00	4.00	.85	285
#Family, get help in emergency	2.84	1.32	0.00	4.00	.86	287
#Family, get personal advice	1.97	1.48	0.00	4.00	.79	285
#Family, go to if threatened	2.51	1.56	0.00	4.00	.81	281
#Family, go to if upset	2.28	1.51	0.00	4.00	.86	283
Positive Role Model, Family						
Family/graduated high school?	2.28	1.42	0.00	4.00	.78	281
Family/post high school education?	1.84	1.35	0.00	4.00	.79	280
Family/full time job?	2.30	1.28	0.00	4.00	.75	282
Family/part time job?	1.13	1.26	0.00	4.00	.50	278
Family/own business?	0.63	0.95	0.00	4.00	.51	280
Family/helped with problem?	2.16	1.25	0.00	4.00	.66	280
Family/talent?	1.77	1.38	0.00	4.00	.74	281
Family/attended church regularly?	1.80	1.39	0.00	4.00	.64	280
Family/improve neighborhood?	1.17	1.24	0.00	4.00	.60	279
Family/voted in pres election?	1.85	1.51	0.00	4.00	.68	275
Negative Role Model, Family						
Stolen something/family	0.37	0.81	0.00	4.00	.83	282
Used illegal drugs, alcohol/family	0.63	0.97	0.00	4.00	.89	281
Jail or prison/family	0.62	1.02	0.00	4.00	.90	282

Table A3 (continued)

DESCRIPTIVE STATISTICS FOR YOUTH SURVEY ITEMS ASSESSING INTERPERSONAL SUPPORTS

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
Personal Support, Non-Family Adults						
Health advice/non-family	2.41	1.54	0.00	4.00	.75	285
Pay attention/non-family	2.39	1.48	0.00	4.00	.82	285
Help getting job/non-family	2.14	1.49	0.00	4.00	.79	285
Get on case/non-family	2.28	1.56	0.00	4.00	.78	281
Praise you/non-family	2.57	1.45	0.00	4.00	.75	281
Get help in emergency/non-family	2.67	1.39	0.00	4.00	.80	284
Personal advice/non-family	1.95	1.50	0.00	4.00	.82	283
Go to if danger/non-family	2.53	1.55	0.00	4.00	.80	284
Go to if upset/non-family	2.21	1.55	0.00	4.00	.83	284
Positive role model, Non-Family Adults						
Graduated from high school/non-family	2.23	0.99	0.00	3.00	.75	286
Post high school education/non-family	1.90	1.07	0.00	3.00	.81	284
Full-time job/non-family	2.18	1.01	0.00	3.00	.73	281
Own business/non-family	0.93	1.07	0.00	3.00	.51	282
Helped someone/non-family	1.85	1.00	0.00	3.00	.66	285
Voted pres/non-family	1.60	1.24	0.00	3.00	.69	281
Improve neighborhood/non-family	1.01	1.09	0.00	3.00	.44	285
Talented/non-family	1.94	1.03	0.00	3.00	.61	283
Negative Role Models, Non-Family Adults						
Stolen something past year/non-family	0.96	1.20	0.00	3.00	.79	280
Used drugs or alcohol a lot/non-family	1.54	1.18	0.00	3.00	.87	286
Jail, prison/non-family	1.59	1.26	0.00	3.00	.89	283

Table A3 (continued)

DESCRIPTIVE STATISTICS FOR YOUTH SURVEY ITEMS ASSESSING INTERPERSONAL SUPPORTS

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
Personal Support, Peers						
#Health advice/peers	1.62	1.44	0.00	4.00	.79	277
#Pay attention your life/peers	1.87	1.39	0.00	4.00	.81	278
#Help get job/peers	1.42	1.37	0.00	4.00	.76	279
#Get on case/peers	1.68	1.51	0.00	4.00	.80	279
#Praise you/peers	1.89	1.51	0.00	4.00	.81	275
#Help in emergency/peers	2.21	1.45	0.00	4.00	.85	277
#Personal advice/peers	1.75	1.41	0.00	4.00	.82	278
#Help if threatened/peers	2.34	1.60	0.00	4.00	.80	277
#Go to if upset/peers	2.14	1.48	0.00	4.00	.85	278
Positive Role Models, Peers						
#Graduated high school/peers	1.62	1.07	0.00	3.00	.82	279
#Education post high school/peers	1.20	1.06	0.00	3.00	.78	275
#Full time job/peers	1.48	1.03	0.00	3.00	.77	276
#Part time job/peers	1.36	1.04	0.00	3.00	.70	275
#Helped someone/peers	1.54	1.04	0.00	3.00	.65	277
#Improve neighborhood/peers	0.69	1.03	0.00	3.00	.55	275
#Voted presidential election/peers	0.69	1.00	0.00	3.00	.64	272
Negative Role Models, Peers						
#Stolen something/peers	1.11	1.15	0.00	3.00	.87	277
#Gang fight/peers	1.02	1.24	0.00	3.00	.84	274
#Jail, prison/peers	1.17	1.25	0.00	3.00	.90	274
#Used drugs, alcohol a lot/peers	1.24	1.18	0.00	3.00	.89	276

Table A4

DESCRIPTIVE STATISTICS FOR YOUTH SURVEY ITEMS ASSESSING RELATEDNESS

Item	Mean	Minimum	Maximum	Standard Deviation	First Principal Component Loading	N
Relatedness, Self						
Important/self	3.72	1.00	4.00	0.57	.76	287
Proud/self	3.69	1.00	4.00	0.62	.73	285
Unhappy/self	1.64	1.00	4.00	0.87	-.61	282
Wish I were someone else	1.56	1.00	4.00	0.96	-.62	284
Relatedness, Corpsmembers						
Respected/corpsmember	3.24	1.00	4.00	0.89	.75	284
Ignored/corpsmember	1.72	1.00	4.00	0.89	-.54	283
Mad/corpsmember	1.65	1.00	4.00	0.89	-.43	283
Confident/corpsmember	3.23	1.00	4.00	0.84	.79	284
Important/corpsmember	3.23	1.00	4.00	0.89	.77	285
Relatedness, Education Staff						
Feel respected/education staff	3.53	1.00	4.00	0.72	.79	245
Feel ignored/education staff	1.67	1.00	4.00	0.87	-.79	241
Feel mad/education staff	1.61	1.00	4.00	0.84	-.74	241
Feel confident/education staff	3.33	1.00	4.00	0.84	.72	242
Relatedness, Work Staff						
Feel respected/crew leader	3.32	1.00	4.00	0.88	.80	286
Feel ignored/crew leader	1.71	1.00	4.00	0.93	-.81	284
Feel mad/crew leader	1.63	1.00	4.00	0.88	-.78	284
Feel confident/crew leader	3.20	1.00	4.00	0.93	.72	285

Table A5

DESCRIPTIVE STATISTICS FOR YOUTH SURVEY ITEMS ASSESSING COMPETENCE

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
Promote (Getting an Education)						
Get education, try hard	3.82	0.50	1.00	4.00	.57	279
Have intelligence to get education	3.38	0.90	1.00	4.00	.60	281
Get education, can work hard	3.59	0.65	1.00	4.00	.68	281
Will be able, get education	3.53	0.76	1.00	4.00	.66	280
Undermine (Getting an Education)						
Schoolwork, teachers not like me	1.45	0.75	1.00	4.00	.68	274
Not get education, not have chances	1.82	1.00	1.00	4.00	.69	279
Get education, can't figure out	1.84	0.97	1.00	4.00	.78	281
Get education, lucky	1.78	0.95	1.00	4.00	.69	278
Bad breaks, education	1.94	0.90	1.00	4.00	.72	277
Undermine (Getting a Job)						
Get job, luck	2.30	0.98	1.00	4.00	.56	282
Get job, don't know how	1.94	1.00	1.00	4.00	.63	280
Not get job, people not fair	1.94	0.98	1.00	4.00	.69	281
Not enough jobs	2.09	1.02	1.00	4.00	.67	281
People not treat fair, apply job	2.04	1.01	1.00	4.00	.73	279

Table A6

DESCRIPTIVE STATISTICS FOR YOUTH SURVEY ITEMS ASSESSING STAFF INTERPERSONAL SUPPORTS

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
Personal Support, Staff						
#Staff, health advice	1.78	1.42	0.00	4.00	.78	283
#Staff, pay attention your life	1.47	1.38	0.00	4.00	.71	279
#Staff, help get job	2.10	1.34	0.00	4.00	.67	284
#Staff, get on case	2.24	1.48	0.00	4.00	.45	280
#Staff, praise you	2.10	1.37	0.00	4.00	.74	281
#Staff, help in emergency	1.93	1.39	0.00	4.00	.78	278
#Staff, get personal advice	1.10	1.26	0.00	4.00	.65	280
#Staff, go to if in danger	1.58	1.44	0.00	4.00	.78	279
#Staff, go to if upset	1.78	1.42	0.00	4.00	.80	279
Staff Supportive Interactions						
Staff let me decide	2.80	1.04	1.00	4.00	.79	281
Staff allow me to make decisions	2.91	0.98	1.00	4.00	.70	283
Staff are fair with me	2.96	0.89	1.00	4.00	.76	283
Staff like me	3.03	0.85	1.00	4.00	.76	276
Staff make rules clear	3.09	0.94	1.00	4.00	.60	282
Staff care how well I do	3.10	0.92	1.00	4.00	.64	284
Staff have time for me	2.42	0.96	1.00	4.00	.69	281
Staff Controlling Interactions						
Staff try to control me	2.59	1.04	1.00	4.00	.54	286
Staff interrupt me	2.44	1.14	1.00	4.00	.82	284
Staff do not explain	2.50	1.05	1.00	4.00	.82	282
Staff Competence/Relevance						
Staff have experience	2.71	1.01	1.00	4.00	.78	283
Staff can help me	3.17	0.88	1.00	4.00	.73	281
Staff don't know much more	2.25	1.03	1.00	4.00	-.40	279
Staff know a lot	2.81	0.99	1.00	4.00	.84	281
Staff understand what they teach	3.07	0.87	1.00	4.00	.74	284

Table A7

DESCRIPTIVE STATISTICS FOR YOUTH SURVEY ITEMS ASSESSING AUTONOMY

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
AUTONOMY: EDUCATION						
External						
Trouble with staff, not do classwork	2.31	1.11	1.00	4.00	.77	246
Must do classwork to stay in corps	2.84	1.07	1.00	4.00	.76	243
Ed staff tell me to	2.38	1.12	1.00	4.00	.86	243
Introjected						
Embarrassed if classwork not done	1.96	1.02	1.00	4.00	.74	244
Feel guilty, not do classwork	2.25	1.13	1.00	4.00	.87	245
Feel bad if not do classwork	2.50	1.14	1.00	4.00	.81	244
Identified						
Doing well in class important	3.62	0.75	1.00	4.00	.78	245
Need to learn it, get job	3.57	0.79	1.00	4.00	.73	244
Help me get dip/GED	3.40	1.15	1.00	4.00	.58	240
Finishing ed important	3.82	0.55	1.00	4.00	.73	245
Intrinsic						
Like doing classwork	3.22	0.90	1.00	4.00	.87	244
It's fun	2.72	0.99	1.00	4.00	.84	242
Interesting	3.12	0.87	1.00	4.00	.87	243
AUTONOMY: WORK						
External						
Get in trouble with crewleader	2.83	1.12	1.00	4.00	.81	280
Get in trouble with other staff	2.58	1.12	1.00	4.00	.81	279
What I have to do to stay in corps	3.22	1.02	1.00	4.00	.69	279

Table A7 (continued)

DESCRIPTIVE STATISTICS FOR YOUTH SURVEY ITEMS ASSESSING AUTONOMY

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
Introjected						
Feel bad if do not do work	2.45	1.18	1.00	4.00	.75	280
Embarrassed if job not done	2.00	1.09	1.00	4.00	.78	282
Ashamed of self if work not done	2.35	1.09	1.00	4.00	.82	280
Feel guilty	2.43	1.11	1.00	4.00	.86	279
Identified						
Doing job well important	3.62	0.66	1.00	4.00	.80	282
Want to do good job	3.68	0.60	1.00	4.00	.83	284
Doing well will help me in future	3.71	0.66	1.00	4.00	.75	282
Intrinsic						
I like doing the work	3.36	0.81	1.00	4.00	.82	281
Work interesting	3.22	0.88	1.00	4.00	.88	278
Work is fun	2.90	0.98	1.00	4.00	.86	282

Table A8

DESCRIPTIVE STATISTICS FOR YOUTH SURVEY ITEMS ASSESSING YOUTH ENGAGEMENT

Item	Mean	Minimum	Maximum	Standard Deviation	First Principal Component Loading	N
Emotional Engagement, Education Setting						
Learning something important/class	3.59	1.00	4.00	0.78	.68	131
Feel angry/class	1.58	1.00	4.00	0.82	-.82	130
Feel happy/class	3.14	1.00	4.00	0.91	.62	131
Feel depressed/class	1.78	1.00	4.00	0.95	-.77	129
Feel worried/class	1.76	1.00	4.00	0.93	-.68	131
Emotional Engagement, Work Setting						
Angry/worksite	1.90	1.00	4.00	1.01	-.79	147
Happy/worksite	2.99	1.00	4.00	0.86	.66	146
Discouraged/worksite	1.87	1.00	4.00	0.99	-.54	143
Work is important/worksite	3.40	1.00	4.00	0.84	.56	146
Bored/worksite	1.97	1.00	4.00	1.03	-.75	144
Behavioral Engagement, Education Setting						
More effort than required/class	2.95	1.00	4.00	0.79	.78	110
Concentrate/class	3.34	1.00	4.00	0.78	.77	108
Think about other things/class	2.24	1.00	4.00	0.91	-.59	108
Do more than required/class	2.71	1.00	4.00	0.86	.74	105
Stay focused/class	3.04	1.00	4.00	0.79	.80	106
Daydream/class	1.93	1.00	4.00	0.99	-.69	106
Behavioral Engagement, Work Setting						
Do more than required/work	3.12	1.00	4.00	0.75	.74	136
Think about other things/work	2.39	1.00	4.00	1.00	-.47	133
Put more effort than required/work	3.18	1.00	4.00	0.77	.82	135
Stay focused at work	3.08	1.00	4.00	0.78	.74	135
Think about work when not at work	2.25	1.00	4.00	1.07	.46	132
Concentrate/work	3.44	1.00	4.00	0.78	.66	133

Table A9

DESCRIPTIVE STATISTICS FOR YOUTH SURVEY ITEMS ASSESSING REACTION TO CHALLENGE

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
REACTION TO PERFORMANCE CHALLENGE						
Positive Coping						
Do better next time/Corps	3.19	0.95	1.00	4.00	.68	282
Figure out what went wrong/Corps	3.34	0.86	1.00	4.00	.81	283
Try to see what did wrong/Corps	3.27	0.90	1.00	4.00	.84	283
Do it right next time/Corps	3.48	0.85	1.00	4.00	.81	284
Anxiety Amplification						
Mad at self/Corps	1.80	0.94	1.00	4.00	.62	283
Feel stupid/Corps	1.60	0.86	1.00	4.00	.76	284
Worry others look down/Corps	1.74	1.01	1.00	4.00	.72	280
Feel terrible/Corps	2.03	1.01	1.00	4.00	.76	277
Projection						
Staff fault/Corps	2.13	1.04	1.00	4.00	.84	282
Angry at staff/Corps	2.12	1.08	1.00	4.00	.79	284
Staff not explain well/Corps	2.54	0.97	1.00	4.00	.79	279
Denial						
Not important/Corps	2.13	0.94	1.00	4.00	.78	282
Ignore it/Corps	2.24	1.07	1.00	4.00	.76	281
Did not matter/Corps	2.08	0.98	1.00	4.00	.79	279
REACTION TO SOCIAL CHALLENGE						
Positive						
Think, figure out/Corpsmember	2.69	1.07	1.00	4.00	.66	278
Talk, straighten out/Corpsmember	2.66	1.14	1.00	4.00	.82	277
Make sure gets resolved/Corpsmember	3.04	1.05	1.00	4.00	.74	277
Think, figure out/Staff	2.62	1.10	1.00	4.00	.70	274
Talk, straighten out/Staff	2.69	1.16	1.00	4.00	.85	272
Make sure gets resolved/Staff	3.09	1.07	1.00	4.00	.79	272

Table A9 (continued)

DESCRIPTIVE STATISTICS FOR YOUTH SURVEY ITEMS ASSESSING REACTION TO CHALLENGE

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
Negative						
Act like not matter/Corpsmember	2.43	1.14	1.00	4.00	.57	281
Other person's problem/Corpsmember	2.36	1.02	1.00	4.00	.62	275
Not talk to them/Corpsmember	2.30	1.11	1.00	4.00	.61	275
Act like not matter/Staff	2.12	1.10	1.00	4.00	.67	274
Other person's problem/Staff	2.13	1.03	1.00	4.00	.70	275
Not talk to them/Staff	2.15	1.12	1.00	4.00	.68	272

Table A11.1

**Descriptive Statistics for Staff Report Items by Subscale
EDUCATION STAFF**

Name	Mean	Standard De-iation	Minimum	Maximum	First Principal Component Loading	N
SINGLE-ITEM PERFORMANCE MEASURES						
Corpsmember received recognition?	0.27	0.44	0.00	1.00	NA	116
Has corpsmember been promoted?	0.41	0.49	0.00	1.00	NA	123
Has pay been docked?	0.32	0.47	0.00	1.00	NA	106
Likelihood of making it in the corps	3.17	1.03	1.00	4.00	NA	152
ENGAGEMENT						
Emotional Engagement						
Angry	1.62	0.75	1.00	4.00	-.76	152
Bored	2.10	0.88	1.00	4.00	-.83	154
Happy	2.94	0.79	1.00	4.00	.85	153
Behavioral Engagement						
Does more than required	2.63	1.04	1.00	4.00	.94	155
Focused	2.85	0.96	1.00	4.00	.94	156
Puts in effort	2.79	1.06	1.00	4.00	.96	155
CONSTRUCTIVE REACTION TO CHALLENGE						
Sees something wrong, fixes it	2.72	0.88	1.00	4.00	.87	146
Gets angry at staff member	1.86	0.91	1.00	4.00	-.82	141
Staff member's fault	1.81	0.88	1.00	4.00	-.83	144
Not happen again	2.67	0.90	1.00	4.00	.83	144
Says it was not important	1.94	0.89	1.00	4.00	-.83	144
Learns from experience	2.89	0.85	1.00	4.00	.87	144

Table A11.2

**DESCRIPTIVE STATISTICS FOR STAFF REPORT ITEMS BY SUBSCALE
CREW LEADERS**

Name	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
SINGLE-ITEM PERFORMANCE MEASURES						
Corpsmember received recognition?	0.54	0.50	0.00	1.00	NA	215
Has corpsmember been promoted?	0.43	0.50	0.00	1.00	NA	216
Has pay been docked?	0.58	0.49	0.00	1.00	NA	214
Likelihood of making it in the corps	3.17	0.98	1.00	4.00	NA	215
ENGAGEMENT						
Emotional Engagement						
Angry	1.73	0.86	1.00	4.00	.83	240
Bored	1.82	0.80	1.00	4.00	.75	241
Happy	3.19	0.73	1.00	4.00	.75	241
Behavioral Engagement						
Does more than required	2.94	0.88	1.00	4.00	.92	241
Focused	3.09	0.81	1.00	4.00	.92	240
Puts in effort	3.03	0.89	1.00	4.00	.93	238
CONSTRUCTIVE REACTION TO CHALLENGE						
Sees something wrong, fixes it	2.99	0.86	1.00	4.00	.79	215
Gets angry at staff member	1.77	0.95	1.00	4.00	-.77	213
Staff member's fault	1.72	0.88	1.00	4.00	-.73	213
Not happen again	3.00	0.88	1.00	4.00	.77	214
Says it was not important	1.78	0.95	1.00	4.00	-.71	215
Learns from experience	3.14	0.75	1.00	4.00	.78	213

Table A13

DESCRIPTIVE STATISTICS FOR STAFF SURVEY ITEMS ASSESSING VIEWS OF YOUTH

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
Pessimistic View						
Some members have 3 strikes against them	2.38	1.07	1.00	4.00	0.68	154
Some members not going to make it	2.81	0.89	1.00	4.00	0.75	153
Some members just can't win	0.86	0.86	1.00	4.00	0.70	151
Too late to help--member commit crime	1.46	0.65	1.00	4.00	0.54	157
Quick to Judge						
Can size up member's potential	2.53	0.85	1.00	4.00	0.72	157
Can tell if member will make it	2.13	0.84	1.00	4.00	0.80	156
Initial attitude of member	2.33	0.85	1.00	4.00	0.70	155
First impressions of member can be wrong	3.47	0.71	1.00	4.00	-0.54	158

Table A14

DESCRIPTIVE STATISTICS FOR STAFF SURVEY ITEMS ASSESSING STAFF CONTROL STRATEGIES

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
Unknown Control Strategies						
Not sure what it takes to do this job	1.35	0.59	1.00	3.00	0.85	155
Don't know what it takes to do well	1.19	0.47	1.00	4.00	0.75	155
External Control Strategies						
If I lose job, it's because no breaks	1.24	0.50	1.00	3.00	0.71	155
To do job well, others have to stay out of the way	1.98	0.86	1.00	4.00	0.53	159
When I have trouble, because supervisor doesn't like me	1.17	0.37	1.00	2.00	0.64	155
To do job well, have to get supervisor to like me	1.46	0.74	1.00	4.00	0.62	155
When I have trouble, it's because others keep messing me up	1.52	0.71	1.00	4.00	0.67	157

Table A15

DESCRIPTIVE STATISTICS FOR STAFF SURVEY ITEMS ASSESSING ORGANIZATIONAL SUPPORTS

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
Collective Engagement						
Staff accept responsibilities for failures	3.11	0.80	1.00	4.00	-0.74	160
Staff not willing to put on the line	2.07	1.00	1.00	4.00	0.58	152
Staff accept credit but not blame	2.35	0.95	1.00	4.00	0.67	155
Staff step up and do what is needed	3.35	0.71	1.00	4.00	-0.60	159
Staff do what needed to achieve goals	3.28	0.69	1.00	4.00	-0.68	153
Staff cover up mistakes	1.84	0.88	1.00	4.00	0.69	155
Staff give up if don't see results	1.59	0.74	1.00	4.00	0.75	155
Staff do not give up	3.35	0.86	1.00	4.00	-0.48	154
Staff concerned with getting through	1.90	0.88	1.00	4.00	0.71	157
Staff look for better ways to help	3.62	0.58	1.00	4.00	-0.56	158
Mutual Support & Involvement						
Staff work well together	3.40	0.69	1.00	4.00	0.80	154
Staff don't know much outside crew	1.98	0.89	1.00	4.00	-0.74	154
Staff help each other with difficulties	3.49	0.61	1.00	4.00	0.84	156
Staff can depend on each other	3.34	0.70	1.00	4.00	0.82	157
Staff don't consult each other	1.88	0.92	1.00	4.00	-0.76	158
Staff Policy & Practice Consensus						
Education staff clear about expectations	3.35	0.81	1.00	4.00	0.47	155
Staff understand what is expected as worksite supervisors	3.61	0.60	1.00	4.00	0.68	157
Staff clear about expectations as coworkers	3.36	0.76	1.00	4.00	0.75	154
Staff clear about what is expected with corpsmembers	3.38	0.72	1.00	4.00	0.72	156
Staff agree about what young need to succeed	3.42	0.77	1.00	4.00	0.59	160
Staff know rules for discipline problem	3.40	0.76	1.00	4.00	0.75	160
Not much agreement about goals	1.80	0.91	1.00	4.00	-0.60	159
Consequences same for breaking rules	3.05	0.94	1.00	4.00	0.70	154
Staff disagree about work and education	1.81	0.94	1.00	4.00	-0.65	155
Policies do not fit together well	1.80	0.82	1.00	4.00	-0.68	158

Table A15 (continued)

DESCRIPTIVE STATISTICS FOR STAFF SURVEY ITEMS ASSESSING ORGANIZATIONAL SUPPORTS

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
Equitable Reward Structures						
Staff recognized for contributions	3.29	0.80	1.00	4.00	-0.68	156
More attention to mistakes of staff	2.25	0.89	1.00	4.00	0.74	157
Some staff do not get noticed	1.89	0.98	1.00	4.00	0.84	157
Not enough positive feedback to staff	2.37	1.04	1.00	4.00	0.85	158
Director Involvement						
Director does not enjoy spending time	1.54	0.89	1.00	4.00	0.92	158
Director isolates from staff	1.63	0.97	1.00	4.00	0.88	153
Director knows staff well	3.37	0.76	1.00	4.00	-0.78	157
Personal Support from Director						
Get support for discipline problems	3.48	0.77	1.00	4.00	0.77	157
Director supports me in new things	3.55	0.70	1.00	4.00	0.79	153
Director values my opinion	3.56	0.66	1.00	4.00	0.85	155
Director has no confidence in me	1.34	0.69	1.00	4.00	-0.75	151

Table A16

DESCRIPTIVE STATISTICS FOR STAFF SURVEY ITEMS ASSESSING RELATEDNESS

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
Relatedness to Corpmembers						
Feel important	3.18	0.93	1.00	4.00	0.44	157
Feel excited	3.22	0.86	1.00	4.00	0.54	156
Feel worthwhile	3.47	0.72	1.00	4.00	0.68	156
Feel involved	3.76	0.44	2.00	4.00	0.70	158
Feel respected	3.62	0.58	1.00	4.00	0.71	158
Feel detached	1.55	0.75	1.00	4.00	-0.67	157
Feel discouraged	1.51	0.67	1.00	3.00	-0.68	158
Feel bored	1.31	0.63	1.00	4.00	-0.66	157
Feel angry	1.40	0.65	1.00	4.00	-0.54	156
Relatedness to Supervisor						
Feel important	3.23	0.90	1.00	4.00	0.72	154
Feel excited	2.91	0.94	1.00	4.00	0.63	153
Feel worthwhile	3.39	0.77	1.00	4.00	0.76	155
Feel involved	3.52	0.67	1.00	4.00	0.80	155
Feel respected	3.54	0.71	1.00	4.00	0.86	155
Feel detached	1.59	0.83	1.00	4.00	-0.77	157
Feel discouraged	1.51	0.73	1.00	4.00	-0.73	156
Feel bored	1.39	0.67	1.00	4.00	-0.76	154
Feel angry	1.38	0.65	1.00	4.00	-0.64	154
Relatedness to Staff Members						
Feel important	3.07	0.93	1.00	4.00	0.53	157
Feel excited	3.01	0.86	1.00	4.00	0.53	155
Feel worthwhile	3.42	0.79	1.00	4.00	0.71	157
Feel involved	3.53	0.72	1.00	4.00	0.71	158
Feel respected	3.52	0.64	1.00	4.00	0.76	159
Feel detached	1.55	0.78	1.00	4.00	-0.67	155
Feel discouraged	1.49	0.75	1.00	4.00	-0.68	158
Feel bored	1.45	0.71	1.00	4.00	-0.67	157
Feel angry	1.38	0.61	1.00	4.00	-0.62	158

Table A17

DESCRIPTIVE STATISTICS FOR STAFF SURVEY ITEMS ASSESSING ENGAGEMENT

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
Behavioral & Emotional Engagement						
Mind wanders a lot at work	1.71	0.73	1.00	4.00	0.40	160
Look forward to work	3.56	0.65	1.00	4.00	-0.75	154
Time goes by very slowly at work	1.53	0.71	1.00	4.00	0.82	159
Going through the motions at work	1.50	0.70	1.00	4.00	0.73	157

Table A18

DESCRIPTIVE STATISTICS FOR STAFF SURVEY ITEMS ASSESSING REACTION TO CHALLENGE

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
Challenge from Corpsmember						
Find out why member thinks problem	3.58	0.56	1.00	4.00	0.55	154
Talk to member after incident	3.62	0.50	2.00	4.00	0.83	152
Inform of consequences & follow through	3.47	0.67	1.00	4.00	0.54	150
Do anything to calm member down	3.38	0.72	1.00	4.00	0.66	150
Challenge from Supervisor						
Listen then do what I think is right	1.87	0.83	1.00	4.00	-0.60	157
Discuss then mutual decision	3.36	0.75	1.00	4.00	0.83	156
Nothing gets resolved	1.66	0.83	1.00	4.00	-0.75	155
Discuss in meeting & reach consensus	2.77	1.03	1.00	4.00	0.66	154
Compliant to Challenge from Supervisor						
Go along with orders	2.21	0.86	1.00	4.00	0.82	156
Discuss, supervisor makes decision	2.37	0.99	1.00	4.00	0.82	154
Challenge from Faulty Policy						
Talk to supervisor then let it go	2.23	0.92	1.00	4.00	0.58	155
Make sure it gets changed	2.80	0.82	1.00	4.00	-0.65	152
Do not get involved	2.00	0.82	1.00	4.00	0.66	154
Share suggestions with staff at meeting	3.31	0.80	1.00	4.00	-0.48	156
Focus on own work--go along with policy	1.95	0.89	1.00	4.00	0.77	156
Challenge from Other Staff						
Supervisor will deal with it	2.22	0.94	1.00	4.00	0.61	153
No time to discuss--leave alone	1.62	0.78	1.00	4.00	0.68	150
Talk to supervisor about it	2.85	1.00	1.00	4.00	-0.63	154
Ask staff to explain behavior	2.59	0.96	1.00	4.00	-0.63	153
More important things--do nothing	1.39	0.70	1.00	4.00	0.62	154
Talk to person & follow up	2.91	0.91	1.00	4.00	-0.72	153
Difference in style--don't interfere	1.89	0.85	1.00	4.00	0.68	154

Table A20

DESCRIPTIVE STATISTICS FOR DIRECTOR'S REPORT ITEMS BY SUBSCALE

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
STAFF MEMBER PERFORMANCE						
Meeting Corps Goals						
Finds ways of getting to fit in	2.95	0.77	1.00	4.00	0.80	153
Gets members to adhere to rules	2.97	0.74	1.00	4.00	0.83	153
Builds teamwork among members	2.97	0.72	1.00	4.00	0.86	149
Contributes to capacity for respect	3.04	0.75	1.00	4.00	0.90	156
Develops ability to work independently	3.03	0.72	1.00	4.00	0.85	147
Conveys confidence in capacity	3.08	0.70	1.00	4.00	0.81	153
Helps members make decisions	2.95	0.75	1.00	4.00	0.86	155
Conveys value of work and education	3.18	0.71	1.00	4.00	0.85	153
Interpersonal Support of Corpsmembers						
Helps us decide things for ourselves	3.12	0.78	1.00	4.00	0.83	154
Really cares about how well we do	3.53	0.77	1.00	4.00	0.73	156
Not someone to go to if need to talk	2.12	1.03	1.00	4.00	-0.71	154
Teaches us skills we can use	3.38	0.69	1.00	4.00	0.73	151

Table A20 (continued)

DESCRIPTIVE STATISTICS FOR DIRECTOR'S REPORT ITEMS BY SUBSCALE

Item	Mean	Standard Deviation	Minimum	Maximum	First Principal Component Loading	N
BEHAVIORAL & EMOTIONAL ENGAGEMENT						
Doesn't put much effort into job	1.58	0.76	1.00	4.00	-0.89	161
Seems to go through motions	1.57	0.76	1.00	4.00	-0.90	161
Tries to take easy way out	1.64	0.80	1.00	4.00	-0.80	160
Seems bored	1.51	0.66	1.00	4.00	-0.87	161
Seems interested	3.29	0.73	1.00	4.00	0.80	161
Seems upbeat	3.12	0.71	1.00	4.00	0.83	160
Seems uninvolved	1.60	0.77	1.00	4.00	-0.84	160
Seems detached	1.60	0.74	1.00	4.00	-0.86	161
Seems excited	2.84	0.80	1.00	4.00	0.76	159
Seems down	1.64	0.71	1.00	4.00	-0.81	158
Seems confident	3.09	0.65	1.00	4.00	0.73	155
REACTION TO CHALLENGE						
Solves problems with corpsmembers	3.13	0.73	1.00	4.00	0.83	107
Solves problems with staff members	3.06	0.74	1.00	4.00	0.87	158
Solves problems with me	3.00	0.73	1.00	4.00	0.83	160
Ignores conflicts with corpsmembers	1.87	0.85	1.00	4.00	-0.85	157
Ignores conflicts with staff members	1.94	0.79	1.00	4.00	-0.85	161
Ignores conflicts with me	1.94	0.86	1.00	4.00	-0.88	161

APPENDIX B

CORRELATIONS AMONG SCALES

This appendix presents the bivariate correlations between sets of scales. Each of these appendix tables is numbered to correspond to the table in Chapter III on which it elaborates. For example, Table 7 presents autonomy scales and items. Appendix Table B7 presents the correlations of these autonomy scales with other scales.

Table B3
Intercorrelations of INTERPERSONAL SUPPORT Subscales, Peers and Family, with Other Youth Survey Measures

	PEERS			FAMILY		
	Personal Support	Pos Role Model	Neg Role Model	Personal Support	Pos Role Model	Neg Role Model
INTERPERSONAL SUPPORT						
Peer Personal Support	1.00	0.68	0.14	0.44	0.32	0.12
Peer Positive Role Model	0.68	1.00	0.21	0.32	0.32	.
Peer Negative Role Model	0.14	0.21	1.00	.	.	0.27
Family Personal Support	0.44	0.52	.	1.00	0.42	.
Family Positive Role Model	0.32	0.52	.	0.42	1.00	0.22
Family Negative Role Model	0.12	.	0.27	.	0.22	1.00
Non-Family Personal Support	0.48	0.58	.	0.60	0.35	.
Non-Family Positive Role Model	0.30	0.55	.	0.36	0.41	.
Non-Family Negative Role Model	.	.	0.48	.	.	0.38
Staff Personal Support	0.33	0.21	.	0.32	.	.
Staff Positive	.	.	.	.	.	.
Staff Negative	0.12	.	0.14	.	.	.
Staff Competence/Relevance	.	.	.	.	.	.
AUTONOMY						
External/education	.	.	.	-0.13	.	.
Introjected/education	.	.	.	.	.	.
Identified/education	.	.	-0.17	0.14	0.17	.
Intrinsic/education	.	.	-0.26	0.24	.	-0.14
External/work	.	.	.	.	.	.
Introjected/work	.	.	.	.	.	.
Identified/work	.	.	.	.	.	.
Intrinsic/work	.	.	.	.	.	.
COMPETENCE						
Promote/education	.	.	-0.15	.	.	.
Undermine/education	.	.	0.21	-0.13	.	0.14
Undermine/work	.	.	0.24	-0.13	.	.
RELATEDNESS						
Corpsmembers	.	0.17	.	0.25	.	.
Education Staff	.	.	-0.28	0.22	.	.
Self (Self-Esteem)	.	.	-0.13	0.24	.	.
Work Staff	.	.	-0.12	0.13	.	-0.19
ENGAGEMENT						
Behavior/education	.	.	-0.21	.	0.15	.
Emotion/education	0.17	.	-0.24	0.34	.	-0.21
Behavior/work	.	.	.	.	.	.
Emotion/work	.	.	.	.	.	.
REACTION TO PERFORMANCE CHALLENGE						
Positive Coping	0.14	.	-0.18	0.16	.	.
Anxiety Amplification	.	.	.	-0.12	.	.
Projection	.	.	.	.	.	.
Denial	.	.	0.16	-0.18	.	.
REACTION TO SOCIAL CHALLENGE						
Positive	0.15	.	-0.16	.	.	.
Negative	.	.	0.14	.	.	0.16

NOTE: Pearson correlation coefficients $p < .05$ are reported.

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Table B3, continued
Intercorrelations of INTERPERSONAL SUPPORT Subscales, Non-Familial Adults and Staff, with Other Youth Survey Measures

	NON-FAMILY			STAFF			
	PersSupport	PosRoleModel	NegRoleMod	PersSupport	Supportive	Controlling	Competence
INTERPERSONAL SUPPORT							
Peer Personal Support	0.48	0.30	.	0.33	.	0.12	.
Peer Positive Role Model	0.38	0.35	.	0.21	.	.	.
Peer Negative Role Model	.	.	0.48	.	.	0.14	.
Family Personal Support	0.60	0.36	.	0.32	.	.	.
Family Positive Role Model	0.35	0.41	.	.	.	.	.
Family Negative Role Model	.	.	0.38	.	.	.	.
Non-Family Personal Support	1.00	0.58	.	0.31	.	.	0.12
Non-Family Positive Role Model	0.58	1.00	.	0.16	.	.	.
Non-Family Negative Role Model	.	.	1.00	.	.	.	.
Staff Personal Support	0.31	0.16	.	1.00	0.40	-0.19	0.31
Staff Supportive Interactions	.	.	.	0.40	1.00	-0.45	0.60
Staff Controlling Interactions	.	.	.	-0.19	-0.45	1.00	-0.41
Staff Competence/Relevance	0.12	.	.	0.31	0.60	-0.41	1.00
AUTONOMY							
External/education	.	.	.	.	.	0.15	.
Introjected/education	.	.	.	.	.	.	0.18
Identified/education	.	.	.	0.19	0.19	.	0.30
Intrinsic/education	0.22	.	-0.22	0.16	0.28	.	0.27
External/work	0.14	.	.	.	.	.	.
Introjected/work	.	.	.	.	0.19	.	0.26
Identified/work	.	0.15	.	0.19	0.28	-0.18	0.34
Intrinsic/work	.	.	.	0.15	0.30	-0.21	0.40
COMPETENCE							
Promote/education	.	.	.	.	.	.	.
Undermine/education	-0.13	0.21	.	-0.13	.	0.21	.
Undermine/work	.	.	.	-0.19	.	0.28	.
RELATEDNESS							
Corpsmembers	0.22	0.12	.	0.20	0.25	-0.18	0.14
Education Staff	0.15	0.18	.	0.22	0.34	-0.26	0.20
Self (Self-Esteem)	.	.	.	.	.	.	.
Work Staff	.	.	-0.15	0.27	0.46	-0.38	0.35
ENGAGEMENT							
Behavior/education	.	.	-0.17	.	0.17	.	0.19
Emotion/education	0.20	.	-0.20	0.18	0.28	-0.20	0.26
Behavior/work	.	.	.	0.12	0.25	.	0.27
Emotion/work	.	.	.	0.19	0.30	-0.25	0.37
REACTION TO PERFORMANCE CHALLENGE							
Positive Coping	0.13	.	-0.13	0.29	0.36	-0.13	0.34
Anxiety Amplification	.	-0.14	.	.	0.12	.	0.14
Projection	.	.	.	-0.14	-0.31	0.51	-0.32
Denial	-0.15	-0.16	.	-0.18	-0.14	0.22	-0.20
REACTION TO SOCIAL CHALLENGE							
Positive	0.13	.	.	0.31	0.32	.	0.24
Negative	.	.	0.12	-0.20	-0.25	0.33	-0.19

NOTE: Pearson correlation coefficients, $p < .05$, are reported.

Table B4
Intercorrelations of RELATEDNESS Subscales with Other Youth Survey Measures

	RELATEDNESS			
	Corpsmembers	Ed Staff	Self	Work Staff
INTERPERSONAL SUPPORT				
Peer Personal Support	.	.	.	.
Peer Positive Role Model	0.17	.	.	.
Peer Negative Role Model	.	-0.28	-0.13	-0.12
Family Personal Support	0.25	0.22	0.24	0.13
Family Positive Role Model	.	.	.	.
Family Negative Role Model	.	.	.	-0.19
Non-Family Personal Support	0.22	0.15	.	.
Non-Family Positive Role Model	0.12	0.18	.	.
Non-Family Negative Role Model	.	.	.	-0.15
Staff Personal Support	0.20	0.22	.	0.27
Staff Supportive Interactions	0.25	0.34	.	0.46
Staff Controlling Interactions	-0.18	-0.26	.	-0.38
Staff Competence/Relevance	0.14	0.20	.	0.35
AUTONOMY				
External/education	.	-0.13	-0.24	.
Introjected/education	-0.13	.	-0.17	.
Identified/education	.	0.20	0.19	0.17
Intrinsic/education	0.16	0.41	0.21	0.31
External/work	.	.	-0.13	.
Introjected/work	.	.	-0.12	0.19
Identified/work	0.26	0.27	.	0.33
Intrinsic/work	0.21	0.20	.	0.31
COMPETENCE				
Promote/education	0.12	0.25	0.20	.
Undermine/education	-0.17	-0.43	-0.27	-0.16
Undermine/work	-0.17	-0.33	-0.23	-0.22
RELATEDNESS				
Corpsmembers	1.00	0.39	0.30	0.41
Education Staff	0.39	1.00	0.25	0.37
Self (Self-Esteem)	0.30	0.25	1.00	0.23
Work Staff	0.41	0.37	0.23	1.00
ENGAGEMENT				
Behavior/education	0.22	0.37	0.19	0.20
Emotion/education	0.38	0.65	0.41	0.35
Behavior/work	0.22	0.23	0.16	0.29
Emotion/work	0.29	0.28	0.12	0.43
REACTION TO PERFORMANCE CHALLENGE				
Positive Coping	0.25	0.33	.	0.33
Anxiety Amplification	-0.26	.	-0.39	.
Projection	.	-0.28	.	-0.38
Denial	.	-0.29	-0.15	-0.15
REACTION TO SOCIAL CHALLENGE				
Positive	0.18	0.35	.	0.28
Negative	.	-0.24	.	-0.24

NOTE: Pearson correlation coefficients, $p < .05$, are reported.

Table B5
Intercorrelations of COMPETENCE Subscales with Other Youth Survey Measures

	COMPETENCE		
	Promote/Ed	Undermine/Ed	Undermine/Work
INTERPERSONAL SUPPORT			
Peer Personal Support	.	.	.
Peer Positive Role Model	.	.	.
Peer Negative Role Model	-0.15	0.21	0.24
Family Personal Support	.	-0.13	-0.13
Family Positive Role Model	.	.	.
Family Negative Role Model	.	0.14	.
Non-Family Personal Support	.	-0.13	.
Non-Family Positive Role Model	.	-0.21	.
Non-Family Negative Role Model	.	.	.
Staff Personal Support	.	-0.13	-0.19
Staff Supportive Interactions	.	.	.
Staff Controlling Interactions	.	0.21	0.28
Staff Competence/Relevance	.	.	.
AUTONOMY			
External/education	.	0.28	0.33
Introjected/education	.	0.28	0.19
Identified/education	0.31	.	-0.15
Intrinsic/education	0.28	-0.14	.
External/work	.	0.15	0.17
Introjected/work	.	0.14	0.12
Identified/work	0.14	.	-0.16
Intrinsic/work	0.13	.	.
COMPETENCE			
Promote/education	1.00	-0.26	-0.17
Undermine/education	-0.26	1.00	0.60
Undermine/work	-0.17	0.60	1.00
RELATEDNESS			
Corpsmembers	0.12	-0.17	-0.17
Ed Staff	0.25	-0.43	-0.33
Self (Self-Esteem)	0.20	-0.27	-0.23
Work Staff	.	-0.16	-0.22
ENGAGEMENT			
Behavior/education	0.31	-0.14	-0.20
Emotion/education	0.35	-0.43	-0.32
Behavior/work	0.19	.	.
Emotion/work	.	-0.17	-0.23
REACTION TO PERFORMANCE CHALLENGE			
Positive Coping	0.25	.	.
Anxiety Amplification	.	0.29	0.23
Projection	.	0.23	0.33
Denial	-0.16	0.36	0.30
REACTION TO SOCIAL CHALLENGE			
Positive	0.14	.	.
Negative	.	0.19	0.16

NOTE: Pearson correlation coefficients, $p < .05$, are reported.

Table B7
Intercorrelations of AUTONOMY Subscales with Other Youth Survey Measures

	AUTONOMY: EDUCATION				AUTONOMY: WORK			
	External	Introjected	Identified	Intrinsic	External	Introjected	Identified	Intrinsic
INTERPERSONAL SUPPORT								
Peer Personal Support	.	.	.	.	.	.	.	.
Peer Positive Role Model	.	.	.	.	.	.	.	.
Peer Negative Role Model	.	.	-0.17	-0.26	.	.	.	.
Family Personal Support	-0.13	.	0.14	0.24	.	.	.	.
Family Positive Role Model	.	.	0.17	.	.	.	.	.
Family Negative Role Model	.	.	.	-0.14	.	.	.	.
Non-Family Personal Support	.	.	.	0.22	0.14	.	.	.
Non-Family Positive Role Model	.	.	.	.	.	.	0.15	.
Non-Family Negative Role Model	.	.	.	-0.22	.	.	.	.
Staff Personal Support	.	.	0.19	0.16	.	.	0.19	0.15
Staff Supportive Interactions	.	.	0.19	0.28	.	0.19	0.28	0.30
Staff Controlling Interactions	0.15	.	.	.	.	.	-0.18	-0.21
Staff Competence/Relevance	.	0.18	0.30	0.27	.	0.26	0.34	0.40
AUTONOMY								
External/education	1.00	0.28	.	.	0.46	0.21	.	.
Introjected/education	0.28	1.00	0.27	0.30	0.22	0.58	0.19	.
Identified/education	.	0.27	1.00	0.46	.	0.20	0.55	0.20
Intrinsic/education	.	0.30	0.46	1.00	.	0.22	0.24	0.36
External/work	0.46	0.22	.	.	1.00	0.29	.	.
Introjected/work	0.21	0.58	0.20	0.22	0.29	1.00	0.56	0.27
Identified/work	.	0.19	0.35	0.24	.	0.56	1.00	0.61
Intrinsic/work	.	.	0.20	0.36	.	0.27	0.61	1.00
COMPETENCE								
Promote/education	.	.	0.31	0.28	.	.	0.14	0.13
Undermine/education	0.28	0.28	.	-0.14	0.15	0.14	.	.
Undermine/work	0.33	0.19	-0.15	.	0.17	0.12	-0.16	.
RELATEDNESS								
Corpsmembers	.	-0.13	.	0.16	.	.	0.26	0.21
Education Staff	-0.13	.	0.20	0.41	.	.	0.27	0.20
Self (Self-Esteem)	-0.24	-0.17	0.19	0.21	-0.13	-0.12	.	.
Work Staff	.	.	0.17	0.31	.	0.19	0.33	0.31
ENGAGEMENT								
Behavior/education	.	0.23	0.46	0.51	.	0.27	0.32	0.19
Emotion/education	-0.20	.	0.30	0.55	-0.16	.	0.21	0.27
Behavior/work	.	0.27	0.32	0.28	-0.12	0.24	0.48	0.50
Emotion/work	.	.	0.19	0.35	-0.16	0.22	0.49	0.55
REACTION TO PERFORMANCE CHALLENGE								
Positive Coping	0.18	0.22	0.36	0.34	.	0.27	0.43	0.22
Anxiety Amplification	0.26	0.43	.	.	.	0.31	.	.
Projection	0.23	.	-0.12	-0.20	0.20	.	-0.21	-0.22
Denial	.	.	-0.14	.	.	.	-0.27	-0.20
REACTION TO SOCIAL CHALLENGE								
Positive	.	0.19	0.25	0.33	.	0.22	0.26	0.24
Negative	.	.	.	.	0.12	.	-0.14	-0.20

NOTE: Pearson correlation coefficients $p < .05$ are reported.

Table B8
Intercorrelations of ENGAGEMENT & REACTION TO CHALLENGE Subscales with Other Youth Survey Measures

	ENGAGEMENT				REACTION TO CHALLENGE					
	BehavEd	EmotEd	BehavWork	EmotWork	PosCoping	AnxAmplif	Projection	Denial	SocialPos	SocialNeg
INTERPERSONAL SUPPORT										
Peer Personal Support	.	0.17	.	.	0.14	.	.	.	0.15	.
Peer Positive Role Model	.	.	.	.	.	.	.	.	.	.
Peer Negative Role Model	-0.21	-0.24	.	.	-0.18	.	.	0.16	-0.16	0.14
Family Personal Support	.	0.34	.	.	0.16	-0.12	.	-0.18	.	.
Family Positive Role Model	0.15	.	.	.	.	.	.	.	.	.
Family Negative Role Model	.	-0.21	.	.	.	.	.	.	.	0.16
Non-Family Personal Support	.	0.20	.	.	0.13	.	.	-0.15	0.13	.
Non-Family Positive Role Model	.	.	.	.	.	-0.14	.	-0.16	.	.
Non-Family Negative Role Model	-0.17	-0.20	.	.	-0.13	.	.	.	.	0.12
Staff Personal Support	.	0.18	0.12	0.19	0.29	.	-0.14	-0.18	0.31	-0.20
Staff Supportive Interactions	0.17	0.28	0.25	0.30	0.36	0.12	-0.31	-0.14	0.32	-0.25
Staff Controlling Interactions	.	-0.20	.	-0.25	-0.13	.	0.51	0.22	.	0.33
Competence/Relevance	0.19	0.26	0.27	0.37	0.34	0.14	-0.32	-0.20	0.24	-0.19
AUTONOMY										
External/education	.	-0.20	.	.	0.18	0.26	0.23	.	.	.
Introjected/education	0.23	.	0.27	.	0.22	0.43	.	.	0.19	.
Identified/education	0.46	0.30	0.32	0.19	0.36	.	-0.12	-0.14	0.25	.
Intrinsic/education	0.51	0.55	0.28	0.35	0.34	.	-0.20	.	0.33	.
External/work	.	-0.16	-0.12	-0.16	.	.	0.20	.	.	0.12
Introjected/work	0.27	.	0.24	0.22	0.27	0.31	.	.	0.22	.
Identified/work	0.32	0.21	0.48	0.49	0.43	.	-0.21	-0.27	0.26	-0.14
Intrinsic/work	0.19	0.27	0.50	0.55	0.22	.	-0.22	-0.20	0.24	-0.20
COMPETENCE										
Promote/education	0.31	0.35	0.19	.	0.25	.	.	-0.16	0.14	.
Undermine/education	-0.14	-0.43	.	-0.17	.	0.29	0.23	0.36	.	0.19
Undermine/work	-0.20	-0.32	.	-0.23	.	0.23	0.33	0.30	.	0.16
RELATEDNESS										
Corpsmembers	0.22	0.38	0.22	0.29	0.25	-0.26	.	.	0.18	.
Education Staff	0.37	0.65	0.23	0.28	0.33	.	-0.28	-0.29	0.35	-0.24
Self (Self-Esteem)	0.19	0.41	0.16	0.12	.	-0.39	.	-0.15	.	.
Work Staff	0.20	0.35	0.29	0.43	0.33	.	-0.38	-0.15	0.28	-0.24
ENGAGEMENT										
Behavior/education	1.00	0.43	0.40	0.28	0.29	.	-0.15	-0.14	0.25	.
Emotion/education	0.43	1.00	0.26	0.38	0.27	-0.19	-0.20	-0.27	0.31	-0.23
Behavior/work	0.40	0.26	1.00	0.38	0.26	.	-0.17	-0.18	0.27	-0.13
Emotion/work	0.28	0.38	0.38	1.00	0.29	.	-0.40	-0.29	0.32	-0.26
REACTION TO PERFORMANCE CHALLENGE										
Positive Coping	0.29	0.27	0.26	0.29	1.00	0.27	-0.16	-0.18	0.52	-0.16
Anxiety Amplification	.	-0.19	.	.	0.27	1.00	.	0.13	0.16	.
Projection	-0.15	-0.20	-0.17	-0.40	-0.16	.	1.00	0.37	-0.13	0.43
Denial	-0.14	-0.27	-0.18	-0.29	-0.18	0.13	0.37	1.00	-0.17	0.47
REACTION TO SOCIAL CHALLENGE										
Positive	0.25	0.31	0.27	0.32	0.52	0.16	-0.13	-0.17	1.00	-0.13
Negative	.	-0.23	-0.13	-0.26	-0.16	.	0.43	0.47	-0.13	1.00

NOTE: Pearson correlation coefficients, $p < .05$, are reported.

Table B11.1

Intercorrelations Among Staff Report and Youth Survey Subscales
EDUCATION STAFF REPORTS

	PERFORMANCE				ENGAGEMENT		REACTION TO CHALLENGE
	Recognition	Promoted	Docked	Making It	Emotional	Behavioral	Reaction to Challenge
STAFF REPORT							
Performance							
Recognition	1.00	0.52	.	0.32	.	0.26	0.19
Promoted	0.52	1.00	.	0.47	0.28	0.42	0.28
Ever Docked	.	.	1.00	-0.53	-0.40	-0.56	-0.64
Chances of Making It in the Corps	0.32	0.47	-0.53	1.00	0.62	0.80	0.74
Engagement							
Emotional Engagement	.	0.28	-0.40	0.62	1.00	0.66	0.76
Behavioral Engagement	0.26	0.42	-0.56	0.80	0.66	1.00	0.81
Constructive Reaction to Challenge	0.19	0.28	-0.64	0.74	0.76	0.81	1.00
YOUTH SURVEY							
Interpersonal Supports							
Personal Support, Peers	.	.	.	.	.	.	.
Positive Role Models, Peers	.	.	.	.	.	.	.
Negative Role Models, Peers	.	.	.	.	.	.	.
Personal Support, Family	.	.	.	.	.	.	.
Positive Role Models, Family	.	.	.	.	.	.	.
Negative Role Models, Family	.	.	.	.	.	.	.
Personal Support, Non-Familial	.	.	.	.	.	.	.
Positive Role Model, Non-Familial	.	.	.	.	.	.	.
Negative Role Model, Non-Familial	.	.	.	.	.	.	.
Staff Support	0.22	.	.	0.17	0.21	0.19	.
Staff Supportive Interactions	.	.	.	.	.	.	.
Staff Controlling Interactions	.	.	0.20	-0.18	.	-0.18	-0.21
Staff Competence/Relevance	0.23	.	.	.	.	.	.
Autonomy							
External/education	.	-0.22	.	.	.	-0.17	.
Introjected/education	.	.	.	.	.	.	.
Identified/education	0.20	.	.	.	0.24	.	.
Intrinsic/education	.	.	.	.	.	0.24	0.24
External/work	.	.	.	.	.	.	.
Introjected/work	.	.	.	.	.	.	.
Identified/work	.	.	.	.	.	.	.
Intrinsic/work	.	.	.	.	.	.	.

Table B11.1, continued

Intercorrelations Among Staff Report and Youth Survey Subscales
EDUCATION STAFF REPORTS

	PERFORMANCE				ENGAGEMENT		REACTION TO CHALLENGE
	Recognition	Promoted	Docked	Making It	Emotional	Behavioral	Reaction to Challenge
Perceived Competence							
Promote/education	.	.	.	.	.	.	0.18
Undermine/education	.	.	0.22	-0.21	-0.22	-0.29	-0.33
Undermine/work	.	.	.	.	-0.28	.	-0.23
Relatedness							
Corpsmembers	.	.	.	.	0.20	.	.
Education Staff	.	.	.	0.19	.	0.30	0.39
Work Staff	.	0.18	.	.	.	.	.
Self (Self-Esteem)	.	.	.	.	0.25	0.19	0.21
Engagement							
Behavioral/Education	.	.	.	.	0.18	.	0.25
Emotional/Education	.	.	.	0.17	.	0.25	0.26
Behavioral/Work	.	.	.	.	.	.	.
Emotional/Work	.	0.22	-0.32	.	0.17	0.24	0.28
Reaction to Performance Challenge							
Positive Coping	.	.	-0.20	.	.	.	.
Anxiety Amplification	.	-0.23	.	.	.	.	.
Projection	.	.	.	-0.25	-0.29	-0.22	-0.32
Denial	.	.	.	-0.36	-0.32	-0.34	-0.33
Reaction to Social Challenge							
Positive	.	.	.	.	.	0.20	0.20
Negative	.	.	0.20	-0.20	.	-0.26	-0.21

NOTE: Pearson correlation coefficients, $p < .05$, are reported.

Table B11.2

**Intercorrelations Among Staff Report and Youth Survey Subscales
CREW LEADER STAFF REPORTS**

	PERFORMANCE				ENGAGEMENT		REACTION TO CHALLENGE
	Recognition	Promoted	Docked	Making It	Emotional	Behavioral	Reaction to Challenge
STAFF REPORT							
Performance (Single Items)							
Received Recognition	1.00	0.43	-0.17	0.43	0.29	0.39	0.39
Promoted?	0.43	1.00	.	0.34	.	0.29	0.20
Ever Docked Pay?	-0.17	.	1.00	-0.24	-0.42	-0.26	-0.30
Chances of Making It in the Corps	0.43	0.34	-0.24	1.00	0.50	0.65	0.60
Engagement							
Emotional	0.29	.	-0.42	0.50	1.00	0.54	0.70
Behavioral	0.39	0.29	-0.26	0.65	0.54	1.00	0.74
Constructive Reaction to Challenge	0.39	0.20	-0.30	0.60	0.70	0.74	1.00
YOUTH SURVEY							
Interpersonal Supports							
Personal Support, Peers	.	.	.	.	.	.	.
Positive Role Models, Peers	.	.	.	.	.	.	.
Negative Role Models, Peers	-0.16	.	.	.	.	.	.
Personal Support, Family	-0.15	-0.18	.	.	.	.	-0.19
Positive Role Models, Family	-0.22	.	0.14	.	-0.13	-0.18	-0.18
Negative Role Models, Family	.	.	.	.	.	.	.
Personal Support, Non-Family	.	-0.14	.	.	.	.	.
Positive Role Model, Non-Family	.	.	.	.	.	.	.
Negative Role Model, Non-Family	.	.	.	.	.	.	.
Personal Support, Staff	0.17	.	.	0.15	.	0.15	.
Staff Supportive Interactions	.	.	-0.18	.	0.19	.	0.21
Staff Controlling Interactions	.	.	0.33	-0.14	-0.24	.	-0.20
Staff Competence/Relevance	.	.	.	.	.	.	0.14
Autonomy							
External, Education	.	-0.19	.	.	.	.	.
Introjected, Education	.	.	.	.	.	.	.
Identified, Education	.	.	-0.17	.	.	.	.
Intrinsic, Education	.	.	-0.16	.	0.14	.	.
External, Work	.	.	.	.	.	.	.
Introjected, Work	.	.	-0.14	.	.	.	.
Identified, Work	0.14	.	.	.	.	0.16	.
Intrinsic, Work	.	0.18	.	0.16	.	0.17	.

Table B11.2, continued

**Intercorrelations Among Staff Report and Youth Survey Subscales
CREWLEADER STAFF REPORTS**

	PERFORMANCE				ENGAGEMENT		REACTION TO CHALLENGE
	Recognition	Promoted	Docked	Making It	Emotional	Behavioral	Reaction to Challenge
Perceived Competence							
Promote, Education	•	•	-0.16	•	•	•	•
Undermine, Education	•	•	0.22	•	•	•	•
Undermine, Work	•	•	•	•	•	•	•
Relatedness							
Corpsmembers	•	•	•	•	•	•	•
Education Staff	0.16	•	-0.27	0.23	•	•	•
Self (Self-Esteem)	•	•	•	0.21	•	•	•
Work Staff	0.15	•	-0.16	•	0.18	0.13	0.20
Engagement							
Behavior, Education	0.17	•	-0.21	•	•	0.15	•
Emotion, Education	•	•	-0.26	•	•	•	•
Behavior, Work	0.14	•	•	•	•	0.14	•
Emotion, Work	0.16	0.24	-0.15	0.18	0.21	0.23	0.18
Reaction to Performance Challenge							
Positive Coping	0.14	•	•	•	•	•	•
Anxiety Amplification	•	•	•	•	•	•	•
Projection	-0.20	•	0.28	-0.20	-0.26	-0.15	-0.28
Denial	•	•	0.23	-0.23	-0.23	-0.16	-0.18
Reaction to Social Challenge							
Positive	0.18	•	•	•	-0.19	-0.16	-0.22
Negative	•	•	•	•	•	•	•

NOTE: Pearson correlation coefficients, $p < .05$, are reported.

Table B13

Intercorrelations Among CONTROL STRATEGIES, RELATEDNESS & VIEWS of YOUTH Subscales and Other Staff Survey Measures

	CONTROL STRATEGIES		RELATEDNESS			VIEWS OF YOUTH	
	Unknown	External	Corpsmembers	Supervisor	Staff	Pessimistic	Quick to Judge
ENGAGEMENT							
Behavioral & Emotional Engagement	-0.33	-0.40	0.43	0.43	0.45	-0.39	-0.30
REACTION TO CHALLENGE							
Engaged Reaction to Challenge from Corpsmembers	-0.19	.	0.41	0.28	0.39	-0.18	.
Engaged Reaction to Challenge from Supervisor	-0.31	-0.47	0.36	0.66	0.47	-0.35	.
Compliant Reaction to Challenge from Supervisor	0.16	0.31	.	-0.20	.	.	0.19
Engaged Reaction to Challenge from Faulty Policy	-0.23	-0.31	0.36	0.33	0.34	-0.25	-0.24
Engaged Reaction to Challenge from Other Staff	-0.19	-0.20	0.48	0.22	0.36	-0.31	-0.28
CONTROL STRATEGIES							
Unknown	1.00	0.30	-0.38	-0.27	-0.42	0.23	.
External	0.30	1.00	-0.26	-0.37	-0.27	0.33	0.28
RELATEDNESS							
Corpsmembers	-0.38	-0.26	1.00	0.52	0.65	-0.41	.
Supervisor	-0.27	-0.37	0.52	1.00	0.62	-0.36	.
Staff Members	-0.42	-0.27	0.65	0.62	1.00	-0.32	.
ORIENTATION TOWARD YOUTH							
Pessimistic View	0.23	0.33	-0.41	-0.36	-0.32	1.00	0.29
Quick to Judge	.	0.28	.	.	.	0.29	1.00
ORGANIZATIONAL SUPPORT							
Collective Engagement	-0.19	-0.46	0.42	0.53	0.56	-0.34	.
Mutual Support & Involvement	-0.31	-0.44	0.46	0.58	0.61	-0.36	.
Staff Policy & Practice Consensus	-0.30	-0.36	0.41	0.51	0.53	-0.29	.
Equitable Reward Structures	-0.23	-0.48	0.35	0.57	0.47	-0.35	-0.16
Director Involvement	-0.24	-0.38	0.22	0.58	0.39	-0.24	.
Personal Support from Director	-0.22	-0.43	0.28	0.72	0.46	-0.26	.

NOTE: Pearson correlation coefficients, $p < .05$, are reported.

Table B15

Intercorrelations Among ORGANIZATIONAL SUPPORT Subscales and Other Staff Survey Measures

	Collective	Mutual	ORGANIZATIONAL SUPPORTS			
			Consensus	EqReward	DirInvolve	PersSuppDir
ENGAGEMENT						
Behavioral & Emotional Engagement	0.32	0.36	0.29	0.40	0.30	0.35
REACTION TO CHALLENGE						
Engaged Reaction to Challenge from Corpsmembers	0.25	0.26	0.28	0.20		
Engaged Reaction to Challenge from Supervisor	0.64	0.65	0.65	0.63		
Compliant Reaction to Challenge from Supervisor	-0.16			0.63	0.63	0.63
Engaged Reaction to Challenge from Faculty Policy	0.21	0.24		-0.20		-0.18
Engaged Reaction to Challenge from Other Staff	0.19	0.21	0.26	0.24	0.19	0.30
					0.17	
CONTROL STRATEGIES						
Unknown	-0.19	-0.31	-0.30	-0.23		
External	-0.46	-0.44	-0.36	-0.48	-0.24	-0.22
					-0.38	-0.43
RELATEDNESS						
Corpsmembers						
Supervisor	0.42	0.46	0.41	0.35	0.22	0.28
Staff Members	0.53	0.58	0.51	0.57	0.58	0.72
	0.56	0.61	0.53	0.47	0.39	0.46
ORIENTATION TOWARD YOUTH						
Pessimistic View						
Quick to Judge	-0.34	-0.36	-0.29	-0.35	-0.24	-0.26
				-0.16		
ORGANIZATIONAL SUPPORT						
Collective Engagement	1.00	0.80	0.77	0.67	0.58	0.58
Mutual Support & Involvement	0.80	1.00	0.78	0.63	0.59	0.63
Staff Policy & Practice Consensus	0.77	0.78	1.00	0.60	0.60	0.58
Equitable Reward Structures	0.67	0.63	0.60	1.00	0.55	0.58
Director Involvement	0.58	0.59	0.60	0.55	1.00	0.77
Personal Support from Director	0.58	0.63	0.58	0.58	0.77	1.00

NOTE: Pearson correlation coefficients, $p < .05$, are reported.

Table B17

Intercorrelations Among ENGAGEMENT & REACTION TO CHALLENGE Subscales and Other Staff Survey Measures

	ENGAGEMENT	REACTION TO CHALLENGE				
	Behavior/Emotion	Corpsmbrs	Suprvsr	Compliant	FaultyPol	Other Staff
ENGAGEMENT						
Behavioral & Emotional Engagement	1.00	0.20	0.38	-0.20	0.43	0.25
REACTION TO CHALLENGE						
Engaged Reaction to Challenge from Corpsmembers	0.20	1.00	0.31	.	0.21	0.30
Engaged Reaction to Challenge from Supervisor	0.38	0.31	1.00	.	0.30	0.23
Compliant Reaction to Challenge from Supervisor	-0.20	.	.	1.00	-0.37	-0.19
Engaged Reaction to Challenge from Faulty Policy	0.43	0.21	0.30	-0.37	1.00	0.53
Engaged Reaction to Challenge from Other Staff	0.25	0.30	0.23	-0.19	0.53	1.00
CONTROL STRATEGIES						
Unknown	-0.33	-0.19	-0.31	0.16	-0.23	-0.19
External	-0.40	.	-0.47	0.31	-0.31	-0.20
RELATEDNESS						
Corpsmembers	0.43	0.41	0.36	.	0.36	0.48
Supervisor	0.43	0.28	0.66	-0.20	0.33	0.22
Staff Members	0.45	0.39	0.47	.	0.34	0.36
ORIENTATION TOWARD YOUTH						
Pessimistic View	-0.39	-0.18	-0.35	.	-0.25	-0.31
Quick to Judge	-0.30	.	.	0.19	-0.24	-0.28
ORGANIZATIONAL SUPPORT						
Collective Engagement	0.32	0.23	0.64	-0.16	0.21	0.19
Mutual Support & Involvement	0.36	0.26	0.65	.	0.24	0.21
Staff Policy & Practice Consensus	0.29	0.28	0.63	.	.	0.26
Equitable Reward Structures	0.40	0.20	0.63	-0.20	0.24	.
Director Involvement	0.30	.	0.63	.	0.19	0.17
Personal Support from Director	0.35	.	0.63	-0.18	0.30	.

NOTE: Pearson correlation coefficients, $p < .05$, are reported.

Table B20

Intercorrelations Among DIRECTOR'S REPORT and STAFF SURVEY Measures

	STAFF MEMBER PERFORMANCE		ENGAGEMENT	REACTION TO CHALLENGE
	Meet Goals	Interpersonal	Behav/Emotional	Reaction to Challenge
DIRECTOR'S REPORT				
Staff Performance				0.74
Meeting Corps Goals	1.00	0.58	0.76	0.63
Interpersonal Support	0.58	1.00	0.56	
Staff Engagement				0.75
Behavioral & Emotional Engagement	0.76	0.56	1.00	
Reaction to Challenge				1.00
Reaction to Challenge	0.74	0.63	0.75	
STAFF SURVEY				
Engagement				0.25
Behavioral & Emotional Engagement	0.24	0.26	0.36	
Reaction to Challenge				
Engaged Reaction to Challenge from Corpsmembers	.	.	.	0.25
Engaged Reaction to Challenge from Supervisor	0.17	.	.	
Compliant Reaction to Challenge from Supervisor	.	.	0.23	0.25
Engaged Reaction to Challenge from Faulty Policy	0.17	.	.	0.17
Engaged Reaction to Challenge from Other Staff	.	.	.	
Control Strategies				-0.32
Unknown	-0.24	-0.22	-0.27	-0.21
External	.	-0.18	.	
Relatedness				0.20
Corpsmembers	.	0.33	0.18	0.29
Supervisor	0.28	0.24	0.27	0.25
Staff Members	0.17	0.26	0.23	
Orientation toward Youth				-0.18
Pessimistic View	.	.	.	.
Quick to Judge	.	.	.	
Organizational Support				0.16
Collective Engagement	.	0.18	.	0.25
Mutual Support & Involvement	.	0.26	.	.
Staff Policy & Practice Consensus	.	0.20	.	.
Equitable Reward Structures	.	.	.	0.26
Director Involvement	0.16	.	.	0.30
Personal Support from Director	0.22	0.18	0.18	

NOTE: Pearson correlation coefficients, $p < .05$, are reported.

APPENDIX C

PRELIMINARY EVIDENCE FROM THE URCAP FIELD TEST ON A MODEL OF ENGAGEMENT

The results reported in the URCAP user manual includes selected correlations among the various measures. The purpose of this brief appendix is to present these correlational findings as they relate to the theoretical model of engagement developed by Connell and his colleagues. Figure C.1 presents the constructs in the model as they have been adapted to the urban corps setting.

The key constructs of the core model are *interpersonal supports*, *self-system processes*, *youth engagement*, and *youth performance and adjustment*. *Interpersonal supports* refers to the intensity and quality of interactions with key social partners in the lives of youth. *Self-system processes* refers to youth's appraisals of themselves in relation to three key developmental issues—competence, autonomy and relatedness—within particular settings. *Engagement* is the degree to which youth show commitment to and interest in the activity through their behavior and emotion. *Youth performance and adjustment* refers to outcomes of the activity that suggest youth are successful and have fit in well in the particular setting.

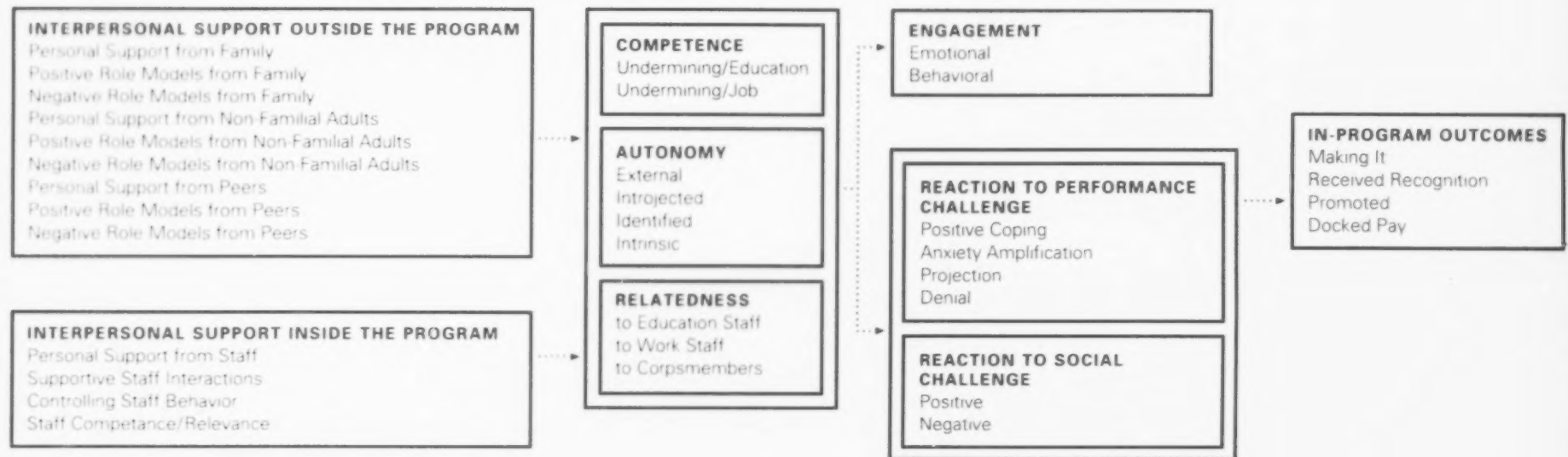
The core model simply states that the interpersonal supports experienced by youth—inside and outside a particular setting—influence their beliefs about their competence, autonomy and relatedness within that setting. In turn, these beliefs affect the degree of engagement and their reactions to challenges experienced in the setting. The model then states that engagement and reaction to challenge will predict how successful and adjusted youth are in the setting.

Measures of these constructs and their interrelations have been validated in samples of children and youth in urban and suburban educational settings by Connell and his colleagues (e.g., Connell et al., 1995b; Skinner, Wellborn and Connell, 1990), and using three different sets of instruments in three independent samples of African-American early adolescents (Connell et al., 1994). In this appendix, we will begin to examine if the URCAP data are consistent with this theory.

These results are preliminary in that the data have only been analyzed using simple bivariate techniques. Throughout this appendix, we use the terms "association," "links," and "correlations" between variables to refer to these bivariate relationships. More thorough analysis and investigation of these relationships should be conducted before one could conclude that our data provide valid evidence of these relationships.

We have one additional caution for the reader. Because we are addressing the usefulness of a model, as opposed to the validity of any particular scale, we discuss scales with somewhat lower internal reliability coefficients than we did in Chapter IV—.60 rather than .70.

FIGURE C.1
A THEORETICAL MODEL OF ENGAGEMENT AND IN-PROGRAM PERFORMANCE



Below, we first summarize and discuss the key correlations we found among the youth measures from both the Youth Survey and the Staff Report. Then we discuss the relationships among the staff measures developed from the Staff Survey and the Director's Report.

CORPSMEMBER ENGAGEMENT, REACTION TO CHALLENGE, AND PERFORMANCE

According to the theory of youth development presented in Connell et al. (1995a), corpsmembers' engagement should predict their performance in the corps. URCAP measures performance in two ways—by staff members' reports of individual accomplishments (promotions, raises and awards) and sanctions (docked pay and suspensions); and by staff members' ratings of how likely it is that the individual corpsmember "is going to make it in the corps."

Somewhat surprisingly, corpsmembers' and staff members' ratings of how engaged corpsmembers are in their work and education activities did *not* strongly correlate with whether they have received promotions, raises or awards, or have been docked pay or suspended. However, these same Engagement measures did consistently correlate with the staff ratings of corpsmembers' chances of Making It in the corps. Even more strongly associated with the staff assessment of Making It was corpsmember Reaction to Social and Performance Challenges. Two Reaction to Challenge behaviors that appear to be the most detrimental in the eyes of staff are Denial and Projection.

Corpsmembers' Beliefs about Themselves and Their Engagement in Corps Activities

How behaviorally and emotionally engaged corpsmembers are in corps activities and how they react to challenge in these activities should be associated with three sets of beliefs: perceived competence, autonomy and relatedness.

Beliefs about competence. Corpsmembers were asked about what strategies they thought would lead them to complete their education and to get a good job. They were also asked about their capacity to "pull these strategies off." We successfully measured undermining competence beliefs for getting an education and a good job.

The interesting correlations that relate these competence beliefs to staff's and corpsmembers' perceptions of their engagement and reactions to challenge were:

- Competence beliefs about getting an education were consistently correlated with how engaged corpsmembers said they were in the education activities in the corps, but competence beliefs about getting a job were not correlated with how engaged they were in the corps' work activities;
- Undermining beliefs about competence—I don't know how (to get my education/to get a good job) and I don't think I have what it takes—were more associated with *emotional* engagement in education and work activities than with *behavioral* engagement in these activities; and

- Undermining beliefs about competence in both areas were highly correlated with the negative dimensions of reactions to performance challenges—in other words, corpsmembers who saw unknown forces or other people as controlling whether they could finish their education and get a good job, and who doubted their own capacities to influence these outcomes were more likely to blame their performance difficulties on others (Projection) and deny the importance of these difficulties (Denial).

The first point suggests that corpsmembers' beliefs about their competence may have important influences on whether they stay engaged in their education activities in the corps, but are not so important when it comes to their staying engaged at the worksite. Subsequent findings will have more to say about what beliefs appear to be more correlated with engagement at the worksite. The two other sets of findings point to the specific effects of negative competence beliefs. Corpsmembers with these beliefs, according to them and their staff members, were more likely to show maladaptive reactions to challenge and to report feeling more anxious when they faced these challenges. Subsequent sections will examine what interpersonal supports were correlated with these competence beliefs.

Beliefs about autonomy. Corpsmembers were asked their reasons for doing their classwork and their work at the job sites. Four types of reasons (and scales) for doing work in each setting were included: External (. . . because I have to, I'll get in trouble if I don't); Introjected (. . . because I'll feel ashamed, get down on myself if I don't); Identified (. . . because it's important for my future, to me personally to do well); and Intrinsic (. . . because I like the work, it's interesting). The reasons are ordered from less to more autonomous and, according to the research model, the more autonomous the corpsmembers' reason for doing the activity, the more predictive of corpsmembers' engagement it should be. Although there were some bivariate relationships between autonomy beliefs and staff members' ratings of corpsmembers' engagement, by far the more consistent correlations were found between autonomy beliefs and corpsmembers' reports of their own engagement and reactions to challenge.

Key correlations linking autonomy beliefs to corpsmembers' reports of their engagement and reactions to challenge were:

- Autonomy beliefs about *doing classwork* correlated with engagement in *education* activities, and autonomy beliefs about *work at the job site* correlated with engagement in *worksite* activities;
- Within both settings, behavioral engagement was correlated positively with how strongly corpsmembers believed they were working to achieve personal goals (the Identified autonomy scale) and because it was interesting work (Intrinsic); less so with how ashamed they would feel if they didn't do well (Introjected), and not at all with how much they felt they had to do the work to stay in the corps or to avoid other sanctions (External);

- Within both settings, emotional engagement was also correlated positively with the two most autonomous reasons for doing the work (Intrinsic and Identified) but, unlike behavioral engagement, it was also negatively correlated with corpsmembers' giving External reasons for doing work;
- Positive reactions to performance and social challenge were associated with corpsmembers' reporting internal reasons for doing their work (Identified and Intrinsic);
- Negative reactions to performance challenge (Projection and Denial) were negatively correlated with these same internal reasons;
- Reacting anxiously to performance problems (Anxiety Amplification) was associated with corpsmembers' saying they did their work to avoid being ashamed of themselves and looked down upon by peers (Introjected); and
- Projecting blame following performance difficulties (Projection) was correlated with corpsmembers' saying they did classwork and work at the job site to comply with rules and avoid sanctions (External autonomy beliefs).

These findings are consistent with the hypothesis that the more corpsmembers have their own *internal* reasons for being involved in and doing the work of the corps (because they understand its link to their own goals, because they find the work interesting in and of itself), the more engaged they are in these activities and the more productively they react when challenged by a performance problem or an interpersonal conflict. Corpsmembers who said they did their work to avoid getting down on themselves (Introjected autonomy beliefs) were, to some extent, more engaged than those who did not, but they also reacted to challenge with higher levels of anxiety and worried more about others getting down on them when they fail (Anxiety Amplification). Finally, corpsmembers who did their work simply to comply with rules and to avoid sanctions appeared to be more anxious when they failed (Anxiety Amplification) and tended to project blame for their failures on others (Denial).

Relatedness beliefs. We expected that corpsmembers' emotional security or relatedness with others at the corps (corpsmembers, education staff and work staff) should be associated with their engagement and reactions to challenge in corps activities. Key findings linking corpsmembers' and staff members' reports of these variables and relatedness beliefs were:

- Relatedness to Other Corpsmembers correlated with corpsmembers' (but not staff members') reports of their behavioral and emotional engagement in both education and work activities, with more positive reactions to performance (but not social) challenges, and with less anxiety and worry about peer criticism when facing performance problems;

- Relatedness to Work and Education Staff members correlated with corpsmembers' and staff members' reports of behavioral and emotional engagement and reactions to performance and social challenge in both work and education settings;
- Emotional security with adult staff members in education and work settings (Relatedness to Work and Education Staff) was more strongly associated with emotional engagement in these settings than with behavioral engagement; and
- Greater Relatedness to Work and Education Staff was associated with positive reactions to performance and social challenges, and with lower levels of negative reactions to these challenges as reported by corpsmembers and staff.

This set of findings points to the strong and broad set of links between corpsmembers' engagement and high-quality relationships between corpsmembers and staff members. To the extent that corpsmembers were made to feel important, respected and not anxious—and enjoyed being with these staff members—they and these staff members reported the corpsmembers' being more engaged and reacting more productively to challenges.

Interpersonal Supports for Competence, Autonomy and Relatedness Beliefs

We expected that corpsmembers' beliefs about their competence, autonomy and relatedness in the corps setting would be influenced by the supports they received from staff members in the corps. Included in URCAP are assessments of Personal Support from Corps Staff members, as well as three measures of staff interactions with corpsmembers: Supportive Interaction, Controlling Behavior, and Competence/Relevance of instruction.

Also included are measures of support from three sets of individuals *outside* the corps: familial adults, peers and non-familial adults. URCAP includes assessments of three measures of support from each of these groups—provision of Personal Support, and density of Positive and Negative Role Models. These sources of interpersonal support for corpsmembers are thought to influence corpsmembers' beliefs about themselves in relation to their work at the corps and to their lives more generally.

Supports from corps staff members. Key findings linking corpsmembers' experience of staff members' support with corpsmembers' competence beliefs were:

- When corpsmembers reported high levels of personal support from staff members, they also reported less undermining beliefs about finishing their education and getting a good job;
- The strongest relation was between staff Controlling Behavior and corpsmembers' Undermining competence beliefs about getting a job and finishing their education; and

- Neither Supportive Interactions nor Competence/Relevance was correlated with corpsmembers' competence beliefs.

Key findings linking corpsmembers' experience of staff support with corpsmembers' autonomy beliefs were:

- Supportive Interactions and Competence/Relevance were associated with corpsmembers' giving the most autonomous reasons for participating in corps activities (Intrinsic and Identified); and
- Corpsmembers' reports of staff Controlling Behavior were associated with corpsmembers' giving External reasons for doing their education work and less internal reasons for doing their work at the job sites.

Key findings linking corpsmembers' experience of staff members' support with relatedness beliefs were:

- Corpsmembers who experienced less Personal Support from staff members reported lower levels of Relatedness to both Education and Work Staff;
- Corpsmembers' reports of Supportive Interaction with staff were associated with higher levels of corpsmembers' Relatedness to Education and Work Staff; and
- Supportive Interactions with staff was strongly correlated with corpsmembers' Relatedness to Other Corpsmembers.

These three sets of findings indicate that both the amount of personal support from staff members and the provision of specific kinds of interactions in the context of the corps' activities affect corpsmembers' beliefs about their own competence, autonomy and relatedness. While all of these forms of support were interrelated, each had its own pattern of associations with corpsmembers' beliefs.

Key finding linking corpsmembers' experience of staff with their competence beliefs were:

- To the extent that corpsmembers experienced Controlling Behavior from staff, they were more likely to have Undermining beliefs about controlling their future education and getting a job;
- Corpsmembers reporting that staff effectively communicated important skills to them (Competence/Relevance) did their own work at the corps because they believed it was important for their future (Identified), and because they found it interesting and enjoyable (Intrinsic); and

- Corpsmembers who reported Supportive Interactions with staff were those who reported the strongest emotional Relatedness with the staff.

Supports outside the corps. Findings linking personal support from peers and number of positive and negative peer role models to corpsmembers' beliefs about their competence, autonomy and relatedness in the corps setting were:

- Personal Support from peers (outside the corps) did not appear to be associated with any of the three sets of corpsmembers' beliefs;
- Number of Positive Peer Role Models was not associated with corpsmembers' reports of their autonomy beliefs (External, Introjected, Identified, Intrinsic);
- Number of Negative Peer Role Models was associated with less autonomous beliefs; and
- Number of Negative Peer Role Models was associated with Undermining competence beliefs about finishing education and getting a good job.

Key correlations linking Personal Support from Familial Adults and number of positive and negative Familial Adult Role Models to corpsmembers' beliefs about their competence, autonomy and relatedness in the corps setting were:

- Corpsmembers reporting more familial personal support were more likely to report Undermining competence beliefs about getting a good job and less negative beliefs about finishing one's education;
- Personal support from these familial adults also correlated with relatedness to education staff and autonomy beliefs about education activities at the corps; and
- Numbers of positive and negative familial adult role models had only scattered and weak associations with the three sets of beliefs.

The associations of corpsmembers' non-familial adult role models and the personal support they receive from these adults with their beliefs about their competence, autonomy and relatedness in the corps setting were:

- The presence of Personal Support from these non-familial adults was most strongly associated with corpsmembers' reporting more autonomous reasons for doing their classwork at the corps (Identified, Intrinsic); and
- The number of Negative Role Models among these non-familial adults was most strongly correlated with corpsmembers' reporting less autonomous reasons for doing classwork at the corps (External, Introjected).

The correlational findings on interpersonal supports inside and outside the corps revealed the following: corpsmembers' Undermining belief about finishing their education was most associated with staff's Controlling Behavior and the density of Negative Peer Role Models.

- Corpsmembers stating they did their work at corps job sites for more internal reasons (Intrinsic and Identified) were more likely to report Supportive Interactions received from work staff, but no more likely to report Personal Supports received from other adults or peers outside the corps;
- These same internal reasons for participating in their education classes were more multi-determined and include influences inside and outside the corps;
- Relatedness to Work Staff was linked to how corpsmembers reported being treated by these staff members, not to their levels of Personal Support outside the corps; and
- Corpsmembers' Relatedness to Education Staff was most strongly associated with Personal Support provided by the education staff, but is also positively associated with their reports of Support from Familial and Non-Familial Adults and negatively associated with the number of Negative Peer Role Models.

General Summary of Results from Field-Testing the Youth Survey and Staff Report

The complex pattern of correlations appears consistent with the youth development hypotheses guiding the construction of the URCAP Youth Survey and Staff Report. Corpsmembers' engagement in corps activities and, particularly, their reactions to performance challenges were associated with how successful staff expected them to be in the corps. Corpsmembers' engagement and reactions to challenge were associated with all three sets of beliefs—competence, autonomy and relatedness—each of which was thought to be important in producing engagement. Interpersonal supports within and outside the corps were also associated with these three sets of beliefs.

Perhaps the most surprising finding was that youth and staff reports of corpsmembers' engagement were not strongly correlated with specific past accomplishments and sanctions experienced by the corpsmembers as part of the corps program. This is not to say they were unnecessary or irrelevant to the corps experience, only that they are not closely tied to the individuals' reported levels of engagement at a given point in time. On the other hand, when we looked at the associations of staff members' predictions of corpsmembers' ultimately making it in the corps, a significant correlation suggested that programmatic efforts to enhance corpsmembers' engagement may be justified and important.

A strong pattern of correlations suggests that corpsmembers' reactions to challenges—how they deal with setbacks at work, missteps in their education classes, and social conflicts—may be affected by the quality of corpsmembers' in-program experience. It appears that the corpsmembers' sense of their competence and control (Undermining beliefs), the staff

(Personal Support from Staff, Supportive Interactions and Controlling Behavior), and why they participated in the corps (for Intrinsic or Identified reasons) all played a role in regulating corpsmembers' reactions to challenge. Negative beliefs in these areas were associated with maladaptive reactions to challenge, which, in turn, were associated with lower chances of making it in the corps.

To ameliorate these problematic sets of beliefs, results point to the importance of staff interactions with corpsmembers. Better types of interactions include minimizing coercion, raising expectations, and delivering just and equitable consequences; and having staff who have expertise, and dedicate time and effort to validating corpsmembers' perspectives on themselves and their work at the corps.

To summarize, many of the hypothesized correlations among youth- and staff-reported scales held as posited by the model in Figure C.1.

Next we will summarize and discuss the key correlations we found from the Staff Survey and the Director's Report.

STAFF MEMBERS' ENGAGEMENT AND PERFORMANCE

Two indicators of staff members' performance were examined. The first was directors' ratings of whether the staff member fell short of, met or exceeded the directors' standards on a composite of three stated goals of the urban corps for their participants—building teamwork and a sense of community; conveying work, education and life skills; and building self-confidence and strong work and education values. This performance indicator was referred to as *meeting corps goals*. The second indicator was the directors' ratings of what they thought the corpsmembers would say about the staff member's providing specific interpersonal supports to the corpsmembers—specifically, encouraging autonomy, exhibiting fair and consistent treatment of corpsmembers, and dedicating psychological resources. A single composite of these sets of questions was formed and called *provision of interpersonal support*.

The key correlations linking staff members' engagement to their performance were:

- Staff ratings of their own Engagement correlated with directors' ratings of their Meeting Corps Goals and providing Interpersonal Support to Corpsmembers; and
- Directors' ratings of staff members' Engagement strongly correlated with their staff performance ratings.

In addition, there appeared to be indirect links between staff members' reports of their reactions to challenge and their supervisors' ratings of their performance. Staff members who reported more compliant behavior following conflict with supervisors or with others were more likely to be rated by their directors as having negative reactions to challenge. This

director-assessed measure, in turn, was connected with both performance indicators. The findings suggest that identifying the sources of staff members' engagement is important for understanding differences in staff performance. The next set of key findings addresses these issues.

Control Beliefs. Key findings linking competence beliefs to staff members' engagement were:

- Unknown Control Strategies and External Control Strategies were equally and negatively associated with staff members' reports of their Behavioral and Emotional Engagement;
- Unknown Control Strategies were also associated with directors' reports of staff members' Engagement and their positive Reactions to Challenge, whereas External Control Strategies was not correlated with the former and only weakly correlated with the latter;
- Both types of control strategies were equally and negatively linked with directors' reports of staff members' negative Reactions to Challenge; and
- External Control Strategies were more predictive than were Unknown Control Strategies of staff members' reports that they disengage or comply when confronted by their supervisor and that they disengage when they disagree with a corps policy.

Relatedness Beliefs. Interesting correlations linking staff members' relatedness beliefs to their engagement were:

- Relatedness beliefs toward other staff and the supervisor were positively related to staff members' reports of their engagement in their work;
- Relatedness beliefs were also positively related to directors' reports of reactions to challenge;
- These beliefs were equally and positively related to staff members' positive reaction to challenge; and
- Relatedness to supervisors was the relatedness belief linked to directors' reports of staff members' engagement in their work and their positive reactions to challenge;

These findings indicate how staff members saw themselves—specifically in relation to their strategies for being successful and avoiding failure—and how they experienced their relationships with other individuals in the corps were consistently and, in some cases, quite strongly related to how engaged they were in their work and how engaged their supervisors thought

they were. Staff members who expressed uncertainty about how to be successful in their work with corpsmembers (Unknown Control Strategies) and who saw control of their performance outcomes in others' hands or as a matter of chance (External Control Strategies) reported less engagement and were more compliant in reacting to challenges. Their supervisors' ratings confirmed these associations, particularly with respect to the negative effects of Unknown Control Strategies on staff Engagement.

Links Between Staff Members' Orientation Toward Youth and Their Engagement

Two views of youth (pessimism regarding youth's chances in the corps, and quickness to judge youth's capacities) were assessed by the Staff Survey in response to our advisors' suggestions. Of the indicators of staff members' orientation toward youth, staff members' level of pessimism about some corpsmembers' chances of making it in the corps was most strongly correlated with their engagement. When staff members believed that some proportion of corpsmembers did not have what it takes to make it, they also tended to report being less engaged and reacting to challenge with disengagement rather than with constructive solutions. A similar pattern of negative consequences can be correlated with staff members' making quick judgments about corpsmembers' ability to make it in the corps, but these correlations are less strong.

Organizational Climate of the Corps, Personal Support from the Director, and Staff Members' Beliefs about Themselves and Youth

Five dimensions of organizational climate emerged from our analyses of the Staff Survey—Collective Engagement and Individual Responsibility, Mutual Support and Involvement among staff, Policy and Practice Consensus among staff, Just Reward Structures, and Involvement of the Director. A single dimension of Personal Support from Director also was measured. We expected that the five measures of organizational climate and the personal support measure would be associated with staff members' engagement and their relatedness beliefs.

Key correlations linking the organizational climate variables to staff members' competence and relatedness beliefs were:

- External Control Strategies were strongly and negatively correlated with the organizational climate;
- Unknown Control Strategies were negatively but less strongly correlated with these variables;
- All five organizational climate scales correlated with the reported staff engagement;

- Relatedness to Other Staff Members was most strongly associated with Collective Engagement and Individual Responsibility, Mutual Support and Involvement, and Policy and Practice Consensus; and
- Relatedness to Supervisors was associated with all of the organizational climate measures but most strongly with Director Involvement, and with Personal Support from Director.

These results support our expectation of a link between the organizational climate of the corps and staff members' beliefs about themselves and corpsmembers. Viewing other staff members as collectively engaged in their work, mutually supportive, and sharing values, expectations and practices were associated with staff members' being more engaged in their work. Staff members were less likely to see external forces controlling their success with corpsmembers when they gave positive responses on these same three climate measures, when they viewed the reward structure as equitable, and when they saw the director as personally involved with staff and supportive of their own efforts.

General Summary of Findings from Field-Testing the Director's Report and Staff Survey

As with the Youth Survey and Staff Report instrument field-testing, the field-testing of the Staff Survey and Director's Report yielded many correlations that make sense and are consistent with the underlying theory guiding the construction of the assessment package. Staff members' performance, as rated by their supervisors, was consistently correlated with their levels of work engagement. Staff members who, according to themselves and their supervisors, could handle challenges from corpsmembers by engaging in strategies that defused and addressed the situation, who could constructively engage fellow staff members and their supervisors when they perceived faulty practices or corps policies, and who could react to challenges of their own practices with openness and constructive problem-solving received higher ratings from their supervisors.

What characterized these engaged staff members? They reported being more certain and confident about what needed to be done to be successful in their work, and they did not attribute their successes or failures to others or to chance. They also reported more emotionally secure relationships with other stakeholders in the corps.

The Staff Survey also revealed the kinds of organizational characteristics that may promote these engagement-promoting beliefs. Staff members who reported their colleagues as being more engaged, more committed to each other, and more "of one mind" on how corpsmembers were to be treated, reported higher levels of confidence about what needed to be done to be successful as staff members, and stronger emotional ties to colleagues and corpsmembers. Staff perceptions of the director as knowing staff members well, dedicating time and effort to providing appropriate supports for staff members, and enacting just and appropriate policies on rewards and sanctions for staff members, appeared to produce closer relationships between staff members and their supervisors.

In sum, the initial field-testing of the Staff Survey and Director's Report developed and verified many measures that can be used for program assessment. They enable one to examine staff and director perceptions of staff performance, engagement and reactions to challenge; staff self-perceptions; and the level and types of organizational support. They can be used for evaluation or as a development tool for highlighting aspects of "healthy" organizational functioning.